Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at California State University, Fullerton

Professional Services Division

January 2024

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **California State University, Fullerton**. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation with a 7th Year Report** is made for the institution.

Common Standards and Program Standard Decisions
For All Commission Approved Programs Offered by the Institution

Common Standards	Status
1) Institutional Infrastructure to Support Educator Preparation	Met
2) Candidate Recruitment and Support	Met
3) Course of Study, Fieldwork and Clinical Practice	Met
4) Continuous Improvement	Met
5) Program Impact	Met

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Multiple Subject, Traditional and Intern	6	6	0	0
Single Subject, Traditional and Intern	6	6	0	0
Education Specialist: Mild to Moderate Support Needs, Traditional and Intern	6	6	0	0
Education Specialist: Extensive Support Needs, Traditional and Intern	6	6	0	0
Education Specialist: Early Childhood Special Education, Traditional and Intern	6	6	0	0
Early Childhood Special Education Added Authorization	4	4	0	0

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Speech-Language Pathology Services Credential	16	16	0	0
School Nurse Services Credential	9	9	0	0
Preliminary Administrative Services Credential	9	9	0	0
Clear Administrative Services	6	6	0	0
Reading and Literacy Added Authorization	5	5	0	0
Reading and Literacy Leadership Specialist	5	5	0	0
Bilingual Authorization	5	5	0	0
Teacher Induction	6	4	2	0

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Documentation and Evidence
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report

Institution: **California State University, Fullerton**

Dates of Visit: **October 8-11, 2023**

Accreditation Team Recommendation: Accreditation with a 7th Year Report

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
November 2015	Accreditation

Rationale:
The unanimous recommendation of **Accreditation with a 7th Year Report** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, completers, and local school personnel. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Preconditions
All General Preconditions and Program Specific Preconditions are **met**.

Program Standards
All program standards are **met**, except for the following:
Teacher Induction Program Standard 4 and Program Standard 6, which are **met with concerns**.

Common Standards
All Common Standards are **met**.

Overall Recommendation
Based on the fact that the team found that all Common Standards were met, all program standards were met except Teacher Induction which has two program standards met with concerns, the team recommends **Accreditation with a 7th Year Report.**

The team recommends the following be included in the 7th year report:

1. For the Teacher Induction program, documentation and evidence of the process to ensure that ongoing training and support are provided and completed for all mentors.
2. For the Teacher Induction program, documentation and evidence of sufficient processes in place to monitor the quality of the teacher induction program to ensure that a coherent system of support is provided for each candidate, and evidence that mentors are provided formative feedback on their work.

On the basis of this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements.

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Multiple Subject, Traditional and Intern
Single Subject, Traditional and Intern
Education Specialist: Mild to Moderate Support Needs, Traditional and Intern
Education Specialist: Extensive Support Needs, Traditional and Intern
Education Specialist: Early Childhood Special Education, Traditional and Intern
Early Childhood Special Education Added Authorization
Speech-Language Pathology Services Credential
School Nurse Services Credential
Preliminary Administrative Services Credential
Clear Administrative Services
Reading and Literacy Added Authorization
Reading and Literacy Leadership Specialist
Bilingual Authorization
Teacher Induction

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In addition, staff recommends that:

- The institution's response to the preconditions be accepted.
- California State University, Fullerton be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- California State University, Fullerton continues in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Lead:
James Marshall
San Diego State University

Samantha Blackburn
California State University, Sacramento

Common Standards:
Lori Curci-Reed
California State University Long Beach

James Mitchell
California State University, East Bay

Barbara Howard
Concordia University, Irvine

Amy Gimino
California Polytechnic State University, Pomona

Programs Reviewers:
Jessica Bogunovich
University of Massachusetts Global

Jacqueline Romano
California State University, San Bernardino

Jennifer Kritsch
Point Loma Nazarene University

Teri Clark
Retired

Amber Moran
University of California, Santa Barbara

Staff to the Visit:
Timothy Weekes
Commission on Teacher Credentialing

Dorothy Yang
California State University, San Marcos

Miranda Gutierrez
Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Precondition Responses
Course Syllabi and Course of Study
Course matrix with activities
Course catalog
Candidate Advisement Materials
Accreditation Website
Program Website
Mentor Teacher Website
Training and Professional Development Materials
Faculty Vitae

Candidate Files
Fieldwork Logs
Assessment Materials
Intern Support Plans
Individual Development Plans
Teacher Candidate Support Plans
Candidate Handbooks
Survey Results
California Performance Expectation Materials
TPA Results and Analysis
APA Results
Examination Results
Accreditation Data Dashboard

Interviews Conducted

Constituencies	TOTAL
Candidates	208
Completers	111
Cooperating Teachers	36
Employers	49
Institutional Administration	17
Program Coordinators	25
Faculty	56
TPA Coordinator	7
APA Coordinator	1
Support Providers (Mentors)	24
Coaches	3
Field Supervisors – Program	31
Field Supervisors – District	6
Credential Analysts and Staff	8
Advisory Board Members	37
Data Analyst	2
Assessment Committee	14
Other Internal Staff & Volunteers	5
TOTAL	**673**

Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

In 1957, California State University, Fullerton (CSU Fullerton) became the 12th State College in California to be authorized by the Legislature. The following year a site was designated in northeast Fullerton. It was purchased in 1959 when Dr. William B. Langsdorf was appointed as founding president, the first staff was selected, and plans for opening the new college were made. Orange County State College, as the institution was originally named, started classes for 452 full- and part-time students in September 1959, using leased quarters for its administrative offices on the Fullerton Union High School campus and for its classrooms at Fullerton's Sunny Hills High School. In the fall of 1960, the college opened classes on its own campus, occupying 12 temporary buildings. The name of the institution changed to Orange State College in July 1962, then California State College at Fullerton in July 1964, to California State College, Fullerton, in July 1968, and finally to California State University, Fullerton, in June 1972. The first permanent building, the six-story Letters and Science Building (now known as McCarthy Hall), was occupied in 1963. Since 1963, the curriculum has expanded to include lower-division coursework, graduate programs — including two doctorates — as well as numerous credential and certificate programs.

CSU Fullerton serves as an intellectual and cultural center for Orange County and a driver of workforce and economic development. The university is a national model for supporting student success through innovative high-impact educational and co-curricular experiences, including faculty-student collaborative research. CSU Fullerton is primarily a community-based institution, with 1,062 students living on campus and close to half of CSU Fullerton's students living in Orange County. It has a total enrollment of more than 41,000, the largest student body of the CSU system, and a graduate student body of more than 5,000, which is one of the largest in the CSU and in all of California.

On July 1, 2004, the College of Education was formally designated the eighth college of CSU Fullerton. After decades of training outstanding educators as the School of Education within the College of Human Development and Community Services, the designation as a separate college was a major landmark. The College of Human Development and Community Services was renamed the College of Health and Human Development.

Education Unit

The professional education unit at CSU Fullerton is led by the College of Education (COE). The COE coordinates and manages all university programs that prepare school professionals to work in P12 settings. The unit offers both initial and advanced preparation programs housed in five departments within the COE and two in other colleges. The COE departments are: the Department of Educational Leadership; the Department of Elementary and Bilingual Education; the Department of Literacy and Reading Education; the Department of Secondary Education; and the Department of Special Education. The Speech-Language Pathology program is housed in the College of Communications and the School Nurse program is housed in the College of Health and Human Development. The Teacher Induction Program is a College of Education program, but it is offered through Extension and International Programs (EIP).

The unit offers five initial programs at the post-baccalaureate level: Multiple Subject (K-8); Single Subject (7-12); Education Specialist (birth – 22)- Mild to Moderate Support Needs, Education Specialist (birth – 22)- Extensive Support Needs; and Education Specialist – (Early Childhood Special Education). The Multiple Subject, Single Subject, and Education Specialist initial credential programs also offer an intern option. In addition, the unit offers advanced credentials and added authorizations including the Preliminary Administrative Services, Clear Administrative Services, Reading and Literacy Leadership Specialist Program, and the Bilingual Authorization as well as the Reading and Literacy Added Authorization.

The COE employs 26 full-time staff and 184 faculty members, 65 of whom are full-time tenured/tenure track faculty and 119 are part-time lecturers. The COE enrolls 1,500 students in its initial and advanced programs. In 2022-23, 890 credential and added authorization candidates completed their respective programs, and the COE awarded 418 master's degrees and 32 Doctor of Education degrees.

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2022-23)	Number of Candidates Enrolled (2023-24)
Multiple Subject, Traditional and Intern	199	222
Single Subject, Traditional and Intern	175	177
Preliminary Administrative Services	25	62
Education Specialist: Early Childhood Special Education, Traditional and Intern	15	34
Added Authorization: Early Childhood Special Education Added Authorization	1	0
Education Specialist: Extensive Support Needs, Traditional and Intern	15	31
Education Specialist: Mild to Moderate Support Needs, Traditional and Intern	35	63
Speech-Language Pathology: Language, Speech and Hearing	26	59
School Nurse	70	159
Bilingual Authorization	30	33
Teacher Induction	152	197
Clear Administrative Services	4	8

Program Name	Number of Program Completers (2022-23)	Number of Candidates Enrolled (2023-24)
Reading and Literacy Added Authorization and Reading and Literacy Leadership Specialist Credential	56	47

The Visit

This site visit was conducted virtually. Institutional and program constituencies were interviewed via technology. The visit proceeded in accordance with all normal accreditation protocols.

PRECONDITION FINDINGS

After review of all relevant preconditions for this institution, all have been determined to be met.

PROGRAM REPORTS

Preliminary Multiple Subject, Traditional and Intern

Program Design
CSU Fullerton's multiple subject credential program (MSCP) is housed in the Department of Elementary and Bilingual Education within the College of Education. Program leadership includes the department chair who reports to the Dean of Education, and the admissions, placement, and TPA coordinators who report to the department chair. Aligned with the COE's conceptual framework and commitment to "Reach, Teach, and Impact," program leadership has actively worked to prepare future elementary teachers for just, equitable, and inclusive education.

The program offers three pathways: two-semester, three-semester, and a four-semester combined masters/credential program and admits cohorts in the fall and spring. Interviews and enrollment data convey the two and four-semester pathways are the most popular options and most candidates, including those hired as intern teachers, complete their clinical placements in the final semester. Courses are offered through in-person and hybrid delivery modes. Prior to student teaching, candidates complete foundational coursework in elementary school teaching, language arts and reading instruction, math instruction, teaching English learners, visual and performing arts instruction, along with supervised fieldwork.

The chair represents the program on the COE leadership team. The program, placement, and TPA coordinators and faculty block leaders serve as the liaison between candidates, university clinical coaches, and district mentor teachers for candidate cohorts. Together they oversee program admissions, advising, curriculum and instruction, and program improvement.

Internal constituents consistently commended program leadership for their responsiveness, attention to detail, and genuine care for candidate success. Communication occurs through semesterly retreats, college meetings, and monthly department meetings with updates on admissions, cohorts, and student performance. Ongoing communication is maintained through emails, spreadsheets, Canvas sites, and technology applications. Part-time faculty are included in the college meetings, department meetings, and professional development trainings. A part-time faculty articulated, "Our voices are heard. There is so much collaboration and support all rallied around supporting students," capturing the group sentiment. Part-time faculty shared how they provided ideas for last and this years' COE professional development retreat and input into the part-time faculty evaluation process. Faculty who were interviewed also shared the COE hired an instructional designer and student success and engagement specialist to help them design their courses to better serve students and connect students to academic, personal,

and professional resources to support their success. Course custodians meet with faculty teaching the course to share updates, onboard new instructors, and provide unity sharing best practices, examples of student work, syllabi, materials, and new technologies. Through interviews, candidates reported faculty are in sync with each other because they reference and connect to content, terms, and assignments covered in other courses, and provide timely answers to questions they do not know.

Employers and mentor teachers commended program leadership for their responsiveness, organization, and overall program quality. The department convenes a district advisory board meeting each spring to connect partner districts, administrators, the placement coordinator, program supervisors, and faculty, share data, gather input, and plan for the upcoming year. The chair, coordinators, and cohort block leaders meet regularly on Zoom to share updates, monitor candidate progress, and communicate with instructors, program supervisors, and mentor teachers to support candidate success. They provide co-teaching training to mentor teachers and candidates each term. The chair and coordinators also maintain a department YouTube channel, Canvas resources, and recently launched a mentor teacher website as a resource for information, forms, and professional development.

Candidates in their first and final semesters commended the university and program leadership for their organization, responsiveness, and care for candidates. They noted information about admissions, credential requirements, and advice and assistance was easily accessible through the Titan Future Teacher Program, orientations, program website, handbook, and course Canvas sites. They praised faculty for being accessible and responsive to their requests and needs by sharing such stories during site visit interviews.

The multiple subject program leadership seeks feedback through the department advisory board and end of program surveys. Program leadership also monitors state alumni and employer surveys and candidate performance on state credential assessments (e.g., Reading Instruction Competency Assessment, California Teaching Performance Assessment). Data are shared at faculty retreats and meetings and have led to recent updates and improvements to program policies, handbooks, trainings, lesson plan templates, student teaching observation forms and evaluations, and the program's teacher candidate improvement plan. Faculty shared that the COE also provides funds to part and full-time faculty to support professional development in areas for growth noted by candidates on course evaluations.

Course of Study (Curriculum and Field Experience)
Candidates have multiple opportunities to learn, apply, and reflect on the Teaching Performance Expectations (TPEs). Candidates complete 600 hours of fieldwork and supervised student teaching across the arc of the program and the program requires candidates to make up hours if absent. Faculty and candidates highlighted the close integration of fieldwork with course content and activities as a program strength. A faculty member reported, "I love my work here and ability to support teacher candidates. It is very rewarding to teach methods courses and see how it translates out in the field with students."

Candidates in the two-semester program complete 10 weeks of coursework and fieldwork followed by five weeks of full-time student teaching during the first semester and seven weeks of coursework and fieldwork followed by eight weeks of full-time student teaching during their second semester. Candidates in the three-semester program complete 15 weeks of coursework and 45 hours of fieldwork in their first semester; 10 weeks of coursework and 45 hours of fieldwork followed by five weeks of student teaching in their second semester; and seven weeks of coursework and eight weeks of full-time student teaching in their third semester. Candidates in the four-semester combined master/credential program complete 10 weeks of coursework and fieldwork followed by five weeks of full-time student teaching in semester one; 15 weeks of credential and MS degree coursework in semester two; and summer MS coursework semester three; followed by seven weeks of credential and MS degree coursework and fieldwork and eight weeks of full-time student teaching semester four.

Teacher candidates appreciated the connections between coursework and field experience beginning with the prerequisite Introduction to Elementary Classroom Teaching course which requires them to interact with TK-8 students and have the mentor teacher rate their fieldwork competencies for the CSU Fullerton program. They expressed the student reading and math case studies in their respective methods courses prepared them for the California Teaching Performance Assessment (CalTPA) cycles and Reading Instruction Competency Assessment (RICA). They also felt two semesters of supervised student teaching in lower and upper-elementary placements prepared them for future teaching and provided space to attend work and other responsibilities.

Program faculty receive one unit release time per semester to serve as cohort block leaders to advise and support teacher candidates, instructors, clinical coaches, and mentor teachers within the cohort. Block leaders meet with their candidates at the program orientation to set expectations and provide information about courses, fieldwork, and student teaching. Throughout the program, block leaders work closely with course instructors, clinical coaches, and the placement and TPA coordinators to monitor the program and ensure candidates have appropriate placements and supports to demonstrate and meet the Teaching Performance Expectations and program Just, Equitable, and Inclusive Education (JEIE) proficiencies.

Program faculty are committed to JEIE and have been integrating JEIE practices into all coursework so candidates are effectively prepared to teach and serve diverse classrooms and school communities. Candidates complete prerequisite coursework introducing them to child or human development, elementary classroom teaching, cultural pluralism, and ethnic studies and attend a half-day training centered on JEIE. Prior to the final semester of student teaching, candidates complete language arts and reading instruction, math instruction, educational foundations, English learners, visual and performing arts courses alongside supervised fieldwork. During the final semester of student teaching, candidates complete language arts, science, social studies, physical education, health, and mainstreaming courses. The formal observation form requires teacher candidates and clinical coaches to document evidence the candidate applies JEIE to Reach, Teach, and Impact students within their school community.

The multiple subject program has a Memoranda of Understanding (MOU) with 43 districts and the placement coordinator works closely with districts and principals to place candidates in schools and classrooms that meet state and program requirements for supervised fieldwork/student teaching. Expectations are communicated through various means including a mentor teacher information sheet, orientation, and website. Candidates receive a primary placement (TK-2) and an upper placement (3 to 8) and work in diverse classrooms where at least 20% English learners and in Title 1 schools, when possible. Candidates reported they had English learners and identified students in their classrooms to complete the TPA. Mentor teachers complete 10 hours of training, and the program provides them with JEIE and co-teaching training and access to a mentor teacher website, so they are versed in program requirements. Documents demonstrate clinical coaches are qualified to supervise in elementary classrooms and complete six formal observations, a final evaluation, support candidates through weekly reflections, and collaborate on their Individual Development Plan (IDP). Candidates and mentor teachers provided positive feedback regarding the support provided.

Assessment of Candidates

District employers, administrators, and mentor teachers consistently reported positive impressions of the COE's conceptual framework- Reach, Teach, and Impact. Many expressed their district prefers working with the program over other institutions of higher education due to their organization, responsiveness, and quality. One principal reported he actively seeks student teachers from CSU Fullerton sharing, "They bring credibility to our institution and impact our enrollment because our parents follow where our teachers come from. I have never had a parent express concern when a program student teacher has been in the classroom." Another principal added, "my teachers come to me with new strategies they are getting – having a student teacher from CSUF invigorates my teachers." Interviews and data confirmed candidates are pleased with the program, placements, and preparation and perform well above state averages on CalTPA first attempt pass rates (Cycle 1 Math 78.4 vs 59%; Cycle 2 Literacy 99.1 vs 71.6%).

Upon entry to the program, candidates demonstrate basic skills and subject matter competency. Candidates reported they are advised on program requirements at the beginning of the program and receive ongoing support from their block leader, instructors, and program faculty. Despite few candidates reporting feeling overwhelmed completing their final semester of clinical practice along with coursework, CalTPA Cycle 2, and their culminating experience (if in the combined MA program), they reported knowing the expectations and policies and felt supported as they completed the final stretch.

Throughout the program, candidates receive formative feedback from faculty, mentor teachers, and clinical coaches through course and fieldwork assignments. Block leaders maintain a spreadsheet to monitor and support the progress of candidates in their cohorts. During coursework, instructors reach out to block leaders if there are concerns that have not been corrected by instructor feedback. Timely feedback is provided verbally in class/meetings, on assignments, and in emails. Concerns are communicated to block leaders. During

fieldwork/student teaching, block leaders reach out to candidates and coaches to ensure appropriate placements and to take corrective actions, when needed. Clinical coaches complete six formal observations with TPE and JEIE feedback and post-lesson conferences. Clinical coaches and mentor teachers complete end-of-semester evaluations and provide input into the teacher candidate's IDP. Candidates enroll in TPA seminars that support their completion of CalTPA Cycle 1 and 2 alongside their student teaching. Candidates who do not pass are provided resources and remediation support. When needed, teacher candidate improvement plans (TCIP) document concerns, corrective actions, and timelines for completion. Candidates are provided due process and can be "stopped out" of the program if progress is insufficient. Block leaders work with the credential analyst, placement and TPA coordinators, clinical coaches, and mentor teachers to ensure successful completion of the program and credential requirements.

Findings on Standards
After review of the institutional report and supporting documentation and after conducting interviews with candidates, completers, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Preliminary Multiple Subject Program, Traditional and Intern.

Preliminary Single Subject, Traditional and Intern

Program Design
The single subject credential program (SSCP) is an interdisciplinary program that connects the three main elements of teacher training (subject matter preparation, pedagogical training, and field experience) through collaboration among the Department of Secondary Education, university academic departments and programs, and local public school districts. The program serves student teacher candidates and interns. Interviews reported that some teacher candidates are hired by their districts as long-term substitutes in the second semester.

Single subject credentials are offered in art, English, foundational level mathematics, mathematics, music, physical education, science (including foundational level general science), social science, and world languages, including English language development. Foundational level mathematics, science, social science, and world languages are housed in the Department of Secondary Education; English is coordinated by Secondary Education (admissions, placements, and fieldwork supervision) though methods courses are in the English department; all other credentials are housed in their respective academic departments, Art, Music, Kinesiology, and Mathematics. Each credential program area has a subject area coordinator (SAC) who administers the program and advises candidates.

There are several branches of leadership within the credential program. Policies are set in concert with the Secondary Education Cooperative Teacher Education Program (SECTEP, a long-standing committee of SACs and other department personnel) and the Credential Programs Committee (CPC, a committee of colleagues from other subjects) of the College of Education.

The chair of the department serves on the College of Education leadership team, representing the single subject credential program as college-wide initiatives, directives, and guidelines are developed. The program director of the single subject credential program coordinates the program and provides university-wide support for candidates, faculty, and staff involved in the SSCP. The program director serves as program spokesperson, liaison to participating departments in the program, and liaison to districts and school sites of placements. The partner district cohort (PDC) director position supports single subject credential candidates first semester experiences. Specifically, the position helps provide coherence across the sections of the General Pedagogy course, helps coordinate first semester events and logistics, and helps facilitate innovation for the EDSC 440S/F courses. The director of admissions to the single subject credential program provides university-wide support for the recruitment, advice, and application process for students applying to the SSCP. Each single subject area has its own SAC. SACs are members of the department faculty, except for music, art, PE, and math, in which the SACs come from the faculty in that specific subject area. SACs are the "go to" resource for students. They help plan student CalTPA schedules and facilitate communication with other administrators. There is a SSCP Advisory Board that meets once each semester and is chaired by the program director and attended by the chair, admissions director, TPA coordinator, and other key program personnel.

The admissions office offers many access points, both in person and online, for public contact. Information is disseminated to teacher candidates, supervisors, and mentor teachers via emails as well as course websites and announcements. Additionally, mentor teachers are invited to attend mentor teacher orientations in which program information is shared and explained. Supervisors attend regular meetings in which coaching, evaluation, and support for teacher candidates are discussed. Subject area coordinators also connect regularly with teacher candidates to convey program updates, requirements, and other relevant information. This is done via email, phone calls, video conferences, and in-person. Standing agenda items included reports about admissions, placements, dean's office updates, pedagogy course updates, TPA information, and other current or developing issues.

The SSCP leads regularly provide input during the monthly SECTEP meeting. Additionally, teacher candidates, mentor teachers, and administrators at placement school sites are asked to respond to survey questions around the clinical practice experience and around program experiences. These data are reviewed and shared with all program leads annually.

Over the past two years, there have been significant changes toward the aim of better integrating JEIE throughout all aspects of the program–including prerequisite courses, credential courses, and fieldwork experiences. The leaders of the program have made a concerted effort to develop experiences that enhance the growth of teacher candidates around JEIE. These experiences include readings and discussions around anti-racist teaching, anti-racist teaching webinars, and opportunities to attend professional development courses such as the Black Minds Matter course. Faculty, first semester candidates and second semester candidates were interviewed and expressed the same understanding of the college's commitment to JEIE

and all three groups expressed their solid commitment to the JEIE initiative. Faculty and second semester candidates expressed a high level of enthusiasm, while first semester candidates, some of whom were in the first two weeks of field placement, expressed strong commitment, but also a feeling of being overwhelmed with the volume of work involved.

Additionally, due in part to COVID-19 and the challenges of finding placements for teacher candidates, the program leaders piloted changes to the fieldwork experience. In fall 2020, the program shifted from a two-semester student teaching experience to a model that requires a semester of observation followed by a semester of student teaching. SACs and general pedagogy instructors provided touchpoints with mentor teachers during semester one but there are no formal observations nor evaluations required by either supervisors or mentor teachers. Supervision during semester two involves both mentor teachers and supervisors completing mid-term TPE evaluations and final TPE evaluations. Supervisors engage in coaching cycles with their candidates during semester two student teaching.

Course of Study (Curriculum and Field Experience)
The program conforms with the Conceptual Framework for the COE as it stresses a logical sequence among the critical components of teacher education, including subject matter preparation, pedagogical instruction, fieldwork observation and participation, and student teaching. The program attempts to be responsive to contemporary educational concerns and provides for strict coordination of the varied administrative components, including admission, candidate assessment, and program evaluation.

Coursework begins in the first semester with the candidates learning the history, philosophy, and sociology of secondary education. Candidates are gradually introduced to their field experience at this time. They are introduced to the TPEs and TPA and take a special one-unit course aligned with CalTPA Cycle 1; needs of special populations, English learners, and struggling readers; and content standards and major curriculum reform documents. Their pre-practicum fieldwork includes 45 hours of observation in public schools on specific course requirements. The paths follow disciplines that consider the biological, cognitive, and socio-cultural development of adolescents. The coursework considers literacy, diversity, teaching English learners, and general secondary pedagogy related to language acquisition, as candidates prepare for second semester field practicums that correlate with coursework. The TPA seminar is offered so that candidates may complete the CalTPA successfully. Candidates also complete a general pedagogy seminar course as well.

The second semester is designed to partner with a full field experience. Candidates also develop personal proficiency in educational technologies to facilitate the teaching process, such as digital literacy through presentation, spreadsheet, word processing/publication software, interactive online tools; internet search and retrieval; information literacy; electronic communication/collaboration; awareness of legal and ethical issues in the digital world.

The supervisor and the SACs are in frequent contact with the candidates during the coordination of coursework with fieldwork. They, in turn, keep the program director informed. A dedicated prerequisite course ensures that candidates are offered clear directions for obtaining their Certificate of Clearance, keeping track of the fieldwork experiences, and completing the mandated child abuse reporting. And, as previously noted. This first experience introduces candidates to the culture of schooling through directed observations of teaching, administration personnel, after school activities, and other enrichments.

The program employs a gradual induction model with three supervisor/coach visits during the first semester, observations, and fieldwork. As mentioned above, the SACs all agreed it was important to have supervision/coaching during the fieldwork semester (first semester), something that had been paused during the COVID disruption. The program supervisors and teacher candidates have a video coaching seminar.

An intern agreement must be in place with the district for a candidate to become an intern. They must complete the first semester of the traditional teacher preparation program (or complete the Early Completion Option option); then for the second semester, they are assigned a mentor in consultation with the principal of the hiring school site. The principal also notes the intern's teaching schedule. The SAC approves the internship, and the program director and credential analyst review and approve the job offer/contract, given Commission guidelines. The program director meets with the mentor teachers and teacher candidates to discuss the online evaluation system and the documentation of 72 hours of support/semester, which is logged by the teacher candidate, with a signature from the mentor teacher upon completion. Interns complete the same coursework as second semester credential candidates. Note, there are only two interns in the program this year and there were none the year prior. Faculty reported that student teachers may be offered long-term substitute teaching assignments in lieu of an internship. A few second semester student teachers have availed themselves of the opportunity and were governed by the intern policies when these arrangements were made.

The program coursework is infused with elements that demonstrate the COE's commitment to JEIE. Several courses support candidate development of skills in engaging and supporting all students, including developmental needs of adolescents, striving readers and literacy development for all students, diverse student populations and students with special needs, and English learners. Signature assignments in each of the courses (i.e., literacy project and plan for support students with special needs) allow candidates to demonstrate their knowledge and skills in engaging and supporting all students. In addition, candidates revisit how to support and engage each of these groups of students during the first week of program orientation and in coursework.

The single subject credential program is a 36-week fieldwork experience that is grounded in a gradual induction approach. Fieldwork begins in prerequisite coursework and continues through both semesters of the program. Fieldwork is closely articulated with specific courses so that program instructors have opportunities to explore fieldwork issues with teacher

candidates. Through online and/or face-to-face discussions, candidates explore issues of classroom management, lesson planning and implementation, assessment, and engaging and supporting all students.

Fieldwork is divided into four phases that result in a gradual release of responsibility for instructional leadership on the part of the mentor teacher and the assumption of more responsibility by the candidate. During the first semester, candidates collect and compile basic information about the school including demographic profile, academic performance, the setting, and the students. Teacher candidates work with the mentor teacher to prepare for the CalTPA Cycle 1. Teacher candidates also receive advice from their supervisor, SAC, and course instructors.

During the second semester, most candidates participate in student teaching and are observed by their university supervisor. Each observation is recorded on the coaching cycle form (CCF), which is then shared with the candidate and the SAC. During the second semester, candidates are observed a minimum of six times and CCFs are conducted for each observation. With each CCF, the university supervisor confers with the candidate and the mentor teacher, as appropriate. Mentor teachers and university supervisors also evaluate and rate the candidate on the TPE level of proficiency at the end of the first semester, midpoint of second semester, and end of second semester. All data are reviewed periodically by the SAC to ensure that the candidate is making adequate progress toward program completion.

Candidates may also earn clinical practice hours by participating in the COE's tutoring program, engaging in video analysis of classrooms, and/or by participating in approved professional development around just, equitable, and inclusive teaching. Teacher candidates may also include observational fieldwork hours accrued through coursework. Teacher candidates are expected to remain in their placements until the end of the school site's semester. This time includes not only co-planning and co-teaching but also hours spent observing the mentor teacher teaching, evaluating student work, providing office hours for students, and receiving feedback/mentoring from the mentor teacher to the teacher candidate. Note, partner mentor teachers in interviews stated great appreciation for candidates staying until the end of the school year. Program completers also stated that they felt better prepared for the classroom this past fall because they had stayed the entire school year at their student teaching placement site the year before.

During the first semester, candidates engage in observational fieldwork that comprises a minimum of 150 hours during the first semester of placement. Three periods/hours per day are suggested. The intent of the observational fieldwork is to get acclimated to the classroom. The 150-hour minimum observation counts as time towards the Commission requirement of 600 hours total.

The second part of coursework-fieldwork coordination occurs during the pedagogical seminar courses. The professional development community director, along with the pedagogical

seminar instructors, aligns the general pedagogy curriculum with the directed observations and guided practice in fieldwork. In this pedagogical seminar course, candidates receive opportunities to generate focused inquiry on the following topics: a) assessment development, b) the local community, c) developing healthy classroom environments, d) trustworthy in-the-moment pedagogy, and e) meaningful reflection. These same topics are presented in fieldwork as directed observations. During direct observation for the pedagogical seminar course, candidates engage in documenting evidence in the local community, school, and classroom making comparisons with scholarly literature and compiling data that can be used later in interpreting and translating students' experiences for classroom learning.

Assessment of Candidates
The SSCP has a systematic process of assessing candidate readiness, proficiency, and performance through coursework assignments, fieldwork, and the CalTPA.

Throughout the program, candidates are assessed in four major ways. Each SAC reviews all data to make decisions regarding candidate progress through the program. Coursework assignments, including lesson, assessment, and unit planning and development by course instructors.

Fieldwork observations, including each assessment of classroom practice by university supervisors, ratings of proficiency on the TPEs by mentor teachers and university supervisors, and CalTPA.

During the SSCP program overview, as part of the orientation presentation on assessment, candidates are informed that supervisors will conduct coaching cycle observations (two during semester one and six during semester two) that will rate each candidate's proficiency on the TPEs at three time points – end of first semester, middle of second semester, and end of second semester, and that mentor teachers will rate each candidate's proficiency on the TPEs at two time points – middle of second semester and end of second semester.

Each single subject content area has a subject area coordinator (SAC) who monitors the progress of the candidates within their programs, over the course of two semesters. SACs come from both the department as well as across campus. Progress is monitored by review of several evaluation documents and assessment scores: TPE evaluation forms completed by supervisors and mentor teachers three times across the program, coaching cycle forms completed by supervisors six times during student teaching, dispositions form completed by the mentor teacher, engagement in 600 hours of clinical practice as documented on fieldwork hours log submitted to SACs, and TPA Cycle 1 and 2 scores.

If at any point in the program, needs and/or concerns are identified, a TCIP is put into place. For cases where remediation is required, the SAC monitors progress regularly, with a special focus on areas of need identified in the TCIP. If the candidate does not make the required improvements, removal from the program may be an option. At the end of the program, SACs

and the TPA Coordinator document progress on a 'completer spreadsheet' –this consists of noting the completion, or lack of completion, of program requirements, including Cycle 1 and Cycle 2 TPAs and coursework. Candidates who do not pass CalTPA must retake the TPA course and submit their revision during the following semester. They must pass the TPA in order to be recommended for the credential. During the final semester of the program, each candidate completes the IDP. This is submitted to the SACs and is to be maintained by candidates for their future induction program work. Additionally, the SSCP analyst reviews each candidate's file to ensure completion of requirements, in advance of recommendation for the credential. This process begins at the start of the candidate's program. The analyst uses an evaluation form to keep track of a candidate's progress in the credential program. Once the credential office has access to the candidate files (during the first semester), the candidate files are organized in order of the items listed on the evaluation form, and each form is filled out accordingly. Each candidate who is missing file items receives an email regarding the missing requirements. During the second semester, the credential office (analyst) goes through the candidate files again, to update first semester grades, add in second semester coursework as "in progress", and to send out a second reminder email regarding any outstanding requirements.

Course evaluations are reviewed at the end of every semester. The SAC is available to handle subject area concerns. Program completers complete an exit survey. The TPA Coordinator serves all candidates and also works in communication with the SACs to ensure CalTPA requirements, expectations, and updates are shared. Exit surveys are administered at the completion of the program.

The program advisory board meets near the end of every semester and reviews assessment data related to cohort performance in course and fieldwork as well as CalTPA. The board was reconstituted from being an intern advisory board to an overall program advisory board, made up of local partner district administrators and other educational constituents. The board also reviews data continually as it meets on a monthly basis and confers with the SACs as needed. The SACs confer with the program director, the professional development director, and the department chair who informs instructors as needed.

<u>Findings on Standards</u>
After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, and the completion of interviews with candidates, completers, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Preliminary Single Subject Program, Traditional and Intern.

Preliminary Education Specialist: Mild to Moderate Support Needs, Traditional and Intern
Preliminary Education Specialist: Extensive Support Needs: Traditional and Intern

<u>Program Design</u>
CSU Fullerton's preliminary education specialist programs are a part of the Department of Special Education, which is in the College of Education. The department chair for special

education oversees the preliminary education specialist mild to moderate support needs (MMSN) and extensive support needs (ESN) programs. Within these credential programs, two pathways to the preliminary credentials exist: traditional and intern. In the Department of Special Education, the leadership for the education specialist programs comes from program coordinators for MMSN and ESN as well as a fieldwork coordinator, and an admissions coordinator.

The education specialist programs are led by their respective program coordinators for the MMSN and ESN programs. Although they are separate programs, several courses are co-enrolled with MMSN and ESN candidates; therefore, program faculty often work in both specialization areas, and several hold credentials in both areas. The education specialist programs have 12 full-time faculty and 14 part-time faculty which include clinical coaches who provide supervision of clinical practice. Department meetings, which include program faculty and clinical coaches, occur once a month. During these meetings faculty engage in professional development, articulate changes to the program, and look at program level data for continuous improvement. Additionally, clinical coaches have a course module on the university's learning management system that provides resources for the various elements of the coursework and clinical practice experience.

The education specialist programs are three semesters long with an accelerated option that allows for candidates to complete the program in two semesters. Prior to entering the program, applicants need to complete prerequisite courses along with their basic skills requirement, and subject matter competence. An admissions coordinator helps guide applicants through this process. Applicants may apply for fall or spring admission which provides for multiple entry points into the program. Once admitted into the program, candidates are under the guidance of their program coordinator. During the first semester, candidates enroll in university courses while completing their initial clinical practice hours. The core component course could take an additional semester depending on the candidate's progress. Program coordinators help counsel candidates on their pathway based on individual needs. Once completed, candidates can enroll in "advanced specialization courses." During advanced specialization courses, candidates complete university coursework and complete their final clinical practice experience. For both education specialist programs, candidates complete the same core course, however, candidates take one core component course and two advanced specialization courses specific to identified areas of specialization that focus on MMSN or ESN.

The education specialist programs engage in continuous improvement seeking input and feedback from different constituent groups. Current candidates and completers were able to identify points in the program where they were able to provide feedback on the components of the program for overall program growth. These changes were confirmed during program faculty and candidate interviews. Additionally, mentor teachers and school site administrators identified open lines of communication with clinical coaches, program coordinators, and the fieldwork coordinator. As confirmed in interviews with mentor teachers, CSU Fullerton clinical coaches and faculty are easy to communicate with and highly responsive. Mentor teachers felt

that they are able to provide feedback regarding candidates and program structure to program faculty. Interviews with district partners confirm that the program is highly regarded and graduates from the program are highly sought after for employment.

Over the past two years, the education specialist programs modified their programs to meet state credentialing requirements, address constituent feedback, and address new priorities of the COE. To meet credentialing requirements the institution has modified and aligned all courses to reflect the new program standards including the universal, MMSN, and ESN TPEs. This includes implementing a new TPA model for all education specialist candidates. To meet the needs of candidates and new credentialing requirements program faculty took into account candidate feedback and shifted their clinical practices experience, additionally, they added a course to the core component coursework to better support candidates as they work through the TPA. To adjust to changing policies in the COE, program faculty have adopted a new conceptual framework of Reach, Teach, and Impact, and program faculty have worked to bring this conceptual framework into their practice. As noted during interviews, program faculty, and clinical coaches were well versed on these changes as they regularly meet and discuss their practices to create a cohesive program for candidates.

Course of Study (Curriculum and Field Experience)
The course of study for the education specialist programs consists of university coursework and clinical practice. The coursework follows a course sequence that provides a developmental sequence of learning as well as multiple opportunities for candidates to learn, apply, and reflect on teacher performance expectations. Exit survey data indicate that 90% of program completers agree that coursework is integrated with clinical practice experience. Prior to admission, candidates must complete prerequisite courses along with their basic skills requirement, and subject matter competence. Prerequisite courses address foundations of culture and language, introduction to exceptionalities, and an introduction to Positive Behavior Support. These courses provide initial opportunities for candidates to conduct structured observations in which they gain insight into students with a range of disabilities in different settings. Upon completion of prerequisite courses, completion of credentialing requirements, and qualifications for university admissions requirements, candidates can be considered for admission to the program.

Once admitted, MMSN and ESN program coordinators are the primary point of contact for each candidate depending on their credentialing area. During the first semester of the program, teacher candidates complete core component courses, while completing their initial clinical practice hours. Core component courses can take one or two semesters and address the following topics: Curriculum and Instruction, Reading and Language Arts, Introduction to Autism, Working with Families, Characteristics of Students with MMSN and ESN disabilities, and the new TPA course. During this semester candidates also enroll in a clinical practice course to complete their initial clinical practice experience. Candidates are provided with feedback by a clinical coach who completes six observations, either in person, video, or via zoom over the course of the semester. To further evaluate candidates' progress through competencies the

clinical coach and mentor teacher evaluate the candidate three times during the semester based on TPEs.

Prior to fall of 2023, the first clinical practice experience took place in a general education classroom. Candidates were mentored by a general education teacher with the expressed purpose of understanding their role as a special education teacher who co-teaches and collaborates with general educators. Interviews with program completers confirmed this was being fulfilled as several reported how their initial student teaching placement was helpful in learning how to collaborate and co-plan with general educators. However, some program completers desired more time in a placement with a mentor teacher in their specialization area MMSN or ESN. Taking into account candidate feedback and new credentialing requirements with the TPA, program faculty shifted the first semester clinical practices courses from a general education setting to a special education setting. This change addressed candidates' desire for more time in their specialization and also allowed candidates to complete a portion of their TPA during their first semester. Through interviews with program faculty and program coordinators, this change to the program was given considerable thought by multiple constituents and ultimately decided upon to improve the overall program for candidates.

Once candidates complete their core component courses, they can begin their final semester of the program. During their final semester, candidates complete advanced specialization courses in their specialization area working with students with MMSN or ESN. Advanced specialization courses address topics of Assessment in Special Education, Positive Behavior Support, and Curriculum and Instruction for their specific specialization MMSN or ESN. Additionally, candidates complete a clinical practice course where they are mentored by a teacher in their specialization area. Over the semester, candidates write and implement lesson plans, complete weekly assignments, and generally work alongside mentor teachers increasing their responsibility for instruction and case management throughout the semester. Final semester candidates reported feeling well prepared in lesson planning and assessment. Program completers shared that working with their mentor teachers in this final clinical experience was most impactful on their teaching practice. They indicated how important it was for them to have time with mentor teachers engaging in the Individualized Education Plan process, working with families, and applying the many practices they learned about in coursework. Candidates are provided with feedback by a clinical coach who completes six observation visits over the course of the semester. To further evaluate candidates, the clinical coach and mentor teacher evaluate each candidate at three times during the semester. First, they both complete an initial disposition evaluation of the candidate. As the semester progresses, they complete an informal TPE evaluation and at the culmination of the semester, they complete a formal TPE evaluation. Program completers and current candidates felt well supported in their clinical practice by their clinical coach. Exit survey indicates that the majority (92%) of program completers indicated they received feedback about their teaching practice more than twice a month and 40% of those responses indicated they received feedback 2-3 times a week.

Candidates who are not making adequate progress in either coursework and/or fieldwork are brought to the attention of the program coordinators. At which time program coordinators meet with program faculty, if needed the mentor teacher, and the candidate to develop a teacher candidate improvement plan. This plan addresses actionable areas in which the candidate needs to make improvements as well as a timeline in which these steps need to occur. Mentor teachers report open lines of communication between clinical coaches and fieldwork coordinators noting that if problems arise with candidates they know who to contact. Mentor teachers and administrators noted during interviews how quickly program faculty respond when needed. This quick response by all program faculty was a consistent theme in interviews with candidates, program completers, mentor teachers, and administrators.

Assessment of Candidates

Candidate progress is monitored through a variety of assessments, including the clinical coach and mentor teacher evaluation, and the newly designed education specialist TPA. These tasks verify that candidates meet the TPEs for new teachers. Successful completion of courses, clinical practice, and the TPA, along with verification of passing the RICA result in a recommendation to the Commission for a preliminary education specialist teaching credential.

Candidates confirmed that they receive feedback from their clinical coaches and mentor teachers throughout each semester. During the first few weeks in the placement, clinical coaches and mentor teachers complete an initial disposition evaluation of the candidate. As the semester progresses, they complete an informal TPE evaluation and at the culmination of the semester, they complete a formal TPE evaluation to ensure candidates are meeting TPEs. This process is introduced to candidates during an orientation day and all feedback is shared with the teacher candidate once completed by the mentor teacher or clinical coach.

Regarding RICA and the TPA assessment, candidates confirmed that they are made aware of these requirements upon admission into the program. To help facilitate the completion of the TPA, the education specialist programs introduced a new course that is taught by the TPA coordinator. All candidates are enrolled in this course during their first semester in the program. In the course, candidates learn the requirements for the TPA, as well as how the TPA is evaluated and scored. During candidate interviews, they noted that they felt supported throughout the process by the course instructors and coordinators and felt that the instructors were knowledgeable at keeping them on track for submission of their TPA. As this is a new requirement, candidates expressed a desire for mentor teachers and clinical coaches to know more about the TPA to provide more guidance, where allowed, during clinical practice. Candidates who need additional support for the TPA have access to their TPA coordinator and their program coordinators. If a candidate needs to resubmit their TPA the TPA coordinator is available to support this process during their remaining time in the program. During the first year of submitting the TPA, only two candidates required resubmission and both candidates successfully passed the TPA upon resubmission.

<u>Findings on Standards</u>
After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the CSUF Preliminary Education Specialist credentials for the Mild to Moderate Support Needs Program, Traditional and Intern pathway and the Extensive Support Needs Program, Traditional and Intern pathway.

Preliminary Education Specialist: Early Childhood Special Education, Traditional and Intern
Early Childhood Special Education Added Authorization

<u>Program Design</u>
CSU Fullerton offers the preliminary early childhood special education (ECSE) credential program and the early childhood special education added authorization (ECSEAA) program. These programs are housed in the Department of Special Education, which is part of CSU Fullerton's College of Education. As identified by a review of the organizational chart and confirmed through interviews, the dean of the COE is responsible for all of the ongoing oversight for the early childhood special education credential programs. A department chair reports to the dean and oversees the work of program area coordinators and a fieldwork coordinator. There are two pathways for the ECSE credential program: traditional and intern. The ECSE credential program for traditional and intern candidates can be completed in up to three semesters.

Interviews with program coordinators and current candidates indicated that program coordinators hold multiple roles: program lead, course professors, and candidate advisor. Based on university documents and confirmed through interviews, the ECSE coordinator is responsible for program management and is the primary point of contact for the ECSE and ECSEAA programs. The ECSE coordinator is responsible for reviewing admission files, conducting candidate interviews, reviewing course equivalency documents, and ensuring compliance with admission policies. The department chair and the area coordinator confirmed that the dean encourages open communication and communicates through monthly meetings. Both department chair and area coordinators use bulletins, the Canvas website, and recorded meetings to communicate with staff and faculty.

Input from major constituents occurs through several avenues. An advisory board of local school districts shares any current needs or concerns with the COE. Faculty are encouraged to communicate through an open-door policy with the leadership team. Clinical coaches and mentors are provided bulletins regarding the nuances of the program and asked to report any concerns. Candidates provide input regarding the program and the instructor through Student Opinion Questionnaires completed at the end of each course. End-of-the-program exit surveys are completed before the teacher candidate applies for their credential.

The ECSE and ECSEAA programs have undergone major changes in the last two years due to the changes made to the ECSE TPEs. Document review and interviews support the assertion that the changes needed to align with Commission expectations have been made. The department chair and the area coordinator affirmed that the courses have been updated to include the new ECSE TPEs. A review of the course of study matrix includes detailed descriptions of where the TPEs can be found in the program. In addition, faculty confirmed that the new literacy TPEs have been woven throughout the ECSE program.

The ECSE and ECSEAA area coordinator has applied for and won several grants that have given the program money to buy books, pay tuition, and ensure overall program development. Candidates interviewed were especially grateful for the grant funding and shared that those resources were a major reason for choosing this ECSE program.

Course of Study (Curriculum and Field Experience)
Important college-wide information is housed on a website that candidates are advised to visit throughout the duration of their program. Important aspects of the ECSE program can be found in the syllabi, including aspects of the conceptual framework to Reach, Teach, and Impact. In addition to being committed to the preparation and professional development of innovative and transformative ECSE educators, the ECSE program upholds the COE commitment to Just, Equitable, and Inclusive Education. In the fall of 2018, the COE committed to a strategic plan that included three major goals: 1) JEIE, where 90% of credential completers demonstrate knowledge and use of teaching strategies that promote just, equitable, and inclusive education by meeting the passing standard on selected assessments; 2) Technology, 90% of credential completers demonstrate knowledge and effective use of technology; 3) community impact through community change by ensuring that 90% of all program candidates note an increased ability to work in different linguistic, social, or cultural settings resulting from opportunities to participate in community events (local, national, international) as reported by survey ratings of three or higher on related questions, and by increasing the number of birth-14 students and families served through COE supported community-based programs by 100%. In addition, the syllabi share dispositional expectations of the ECSE program candidates, where candidates are encouraged to represent the values and attitudes expected of professionals in the field of ECSE.

The ECSE program can take up to two to three semesters. There are nine units of prerequisites and 39 units of credentialing courses. Classes are offered during the afternoon and the evening in face-to-face, hybrid, and online formats. Content for each of the courses is based on the current ECSE TPEs. All ECSE candidates must take core coursework focusing on the foundations of early childhood development, early assessment and intervention, pre-K-K assessment and intervention, advanced ECSE seminar, and ECSE clinical practice. This coursework addresses fundamental knowledge and skills in meeting the needs of English language learners; reading/language arts instruction; behavioral, social, and environmental supports for learning; and curriculum and instruction in ECSE education. Candidates in the ECSEAA program take five courses and are cross-listed with their ECSE peers.

The ECSE and ECSEAA candidates must develop lesson plans, behavior intervention plans, transition support documents, and other relevant early childhood classroom materials. Each developmental domain is represented through different Universal Design for Learning (UDL) lesson plans: UDL TK-K template, UDL preschool template, UDL infant toddler template 1 and UDL infant toddler template 2. Candidates are required to highlight TPEs in lesson plans. Candidates collaborate with each other and support faculty and staff to meet assignments and ECSE TPEs. As confirmed in interviews, the program has an integrated focus, which includes Positive Behavior Intervention Systems (PBIS), UDL, Social Emotional Learning (SEL), strategies for English learners, and Culturally Responsive Teaching. Mentor teachers also integrate support for Special Education Information Systems (SEIS), Individualized Family Service Plan (IFSP), and Individualized Education Plans.

Fieldwork includes supervised early fieldwork and clinical practice or final student teaching experiences. During the early fieldwork, candidates are supervised for 80 hours, whereby they participate in various activities outlined across four courses: exceptional individuals, working with families of individuals with disabilities, inclusive education, and literacy for early childhood special education. The final student teaching experiences include two semesters of clinical practice. In one semester, they complete four weeks of student teaching in the birth to three-year setting and then six weeks in preschool, TK, or K. The following semester, they complete ten weeks of student teaching in preschool, TK, or K settings. Candidates and mentors could not specify exact hours, just weeks spent during clinical practice. However, the documents reviewed showed a delineated and cumulative clinical practice hour total of 650 hours and a Collaboration/Support and Teaching Log used to record hours.

The fieldwork coordinator provides placement and coordination for fieldwork, the program or area coordinator, clinical coaches, and site mentor support candidates. Candidates can schedule in-person, phone, or Zoom appointments or visit during office hours. Documents and interviews revealed that the fieldwork coordinator ensures that placements are aligned with COE mission and goals, where relationships are fostered with districts that care about preparation and early childhood development. Targeted intervention is provided as needed throughout the development of a teacher candidate improvement plan.

Documents and candidate interviews confirm that the ECSE program coordinator advises candidates initially and throughout the program. The coordinator is responsible for providing the candidates with the necessary information about course sequence, pathways including internships, and the two types of fieldwork experiences. Candidates reported that the advising during the program was always consistent and supportive. Candidates also reported that they received weekly and biweekly reports from their coaches where they felt valued, heard, and known. Finally, in seminar they are apprised about what to look forward to and what to expect in the program.

Program completers, current candidates, and documents confirm that during the early field experience hours, the candidate completes assignments which are tied to TPEs and course

learning outcomes. The course instructor grades the assignment and provides assistance and feedback to the candidate while the mentor gives added support and feedback of that assignment in the field. During the culminating clinical hours or student teaching, candidates are monitored by the mentor teacher and the clinical coach. Monitoring includes six observations and evaluations each semester by the clinical coach. Those candidates who have met the requirements for an internship complete their culminating clinical hours in their own classroom, are supervised by a clinical coach, and are observed six times each semester. Initial dispositions inform professional characteristics, which the mentor teacher and the clinical coach evaluate. Throughout the semester, informal TPE evaluations are used. At the end of the clinical practice, formal TPE evaluations are used by the mentor teacher and the clinical coach. Final dispositions are recorded to assess knowledge and skills related to just, equitable, and inclusive education competencies. Data is used for program improvement, and candidates receive evaluations once completed.

Assessment of Candidates
All ECSE candidates are assessed continually throughout their program. Prior to entering the program, candidates must complete prerequisite coursework. The current program chair, current candidates, and faculty confirm that the instructors and the clinical coach monitor candidates' progress in the courses. There are assignments throughout each course, including a key assessment in each course that is tied to the TPEs. Concerning specific courses, candidates are required to complete all course assignments and participate in scheduled exams.

From the beginning of the program, coordinators advise candidates on the course sequence, major assessments such as the CalTPA, course key assessments, and state requirements. Based on feedback from clinical coaches and faculty, concepts such as English language development goals and student self-assessment – a part of the CalTPA – are embedded in the coursework from the first semester. As the TPA is new for ECSE, the program relies heavily on support from the multiple and single subject TPA coordinator, where there is extensive support during seminars, modules, and drop-in office hours for both Cycles 1 and 2. Additionally, ECSE documents reviewed and current candidates interviewed concurred that a comprehensive TPE evaluation form is used during clinical practice. They also complete a reflection about how to seek further improvement on selected TPEs.

Candidates are informally evaluated throughout the program using Likert rubrics based on TPE data and dispositions. They are formally evaluated at the end of the program using final dispositions evaluation with a four-part Likert scale ranging from exemplary to unacceptable. This evaluation is based on the conceptual framework of JEIE practices, where candidates are scored on how well they promote diversity, engage in collaborative endeavors, think critically, and value life-long learning. Candidates were informed of assessment requirements through course syllabi (which included rubrics and assignment descriptions), the ECSE coordinator, and course instructors. Candidates receive feedback on assessment results from the course instructors.

The ECSE coordinator conducts an audit each semester to determine if candidates are meeting program requirements and on track with coursework. If a candidate were unsuccessful in any part of the program, the ECSE program coordinator would contact the candidate and offer support. Support could include remediation, retaking a course, or being counseled out of the program. Prior to candidates moving into clinical practice, they must have passed all assessments successfully. Both ECSE and ECSEAA candidates were assessed on the TPEs.

Candidates, mentors, and faculty all reported that candidates are able to give feedback about how well they were supported on the Student Opinion Questionnaire. TPA and RICA assessments are new. Therefore, completers did not comment on support received regarding state assessments. Current candidates stated they were able to give honest feedback and that they felt heard.

Findings on Standards

After reviewing the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Preliminary Education Specialist: Early Childhood Special Education, Traditional and Intern program and the Early Childhood Special Education Added Authorization program.

Speech-Language Pathology Services Credential

Program Design

The Department of Communication Science and Disorders (CSD) is one of four academic departments housed within the College of Communications at CSU Fullerton. The Speech-Language Pathology Services Credential (SLPSC) follows a two to two-and-a-half calendar year cohort model and is delivered in-person via a traditional pathway. Together, candidates within a cohort take relevant academic coursework, which is a prerequisite or corequisite for corresponding clinical practica.

The leadership structure within the credential program includes the credential coordinator, the speech and hearing clinic director, and the department chair. The credential coordinator and the clinic director each place six candidates in the public schools in the fall and spring semesters and regularly communicate with the candidates and their supervisors during their semester-long clinical externship at their designated school sites (at minimum, communication takes place at around midterm and towards the end of the semester; however, communication may be more frequent if needed). The credential coordinator and clinic director will communicate with the department chair as needed. The department chair communicates with the College of Communications' dean monthly and the associate dean weekly on issues pertaining to the department, including credentialing, and also communicates with the COE's associate dean and credentialing office on matters related to credentialing. The department chair is also responsible for overseeing the preparation of documents for the re-accreditation process.

Additionally, the credential coordinator interfaces with the credential analyst in the COE to verify that graduating candidates have met all clinical and academic requirements for the credential.

Means for constituent input for continuous program improvement include communication with clinical supervisors at school sites, candidates in the credential program, and members of the educational community who comprise a credential advisory board. First, clinical supervisors at school sites evaluate and provide feedback on the candidates' performance at midterm and at the end of each clinical practicum. In addition to candidate performance, supervisors can provide input to the program regarding the preparation of candidates for clinical work at any time. One supervisor shared that they had provided feedback to the program about candidates' need for more report writing experience, and the supervisor confirmed that the program was receptive to this feedback and has since worked to improve this aspect of their curriculum. Interviews with supervisors, faculty, and candidates confirmed that there are multiple opportunities for supervisors to engage with the program regarding the training of candidates. Second, the program solicits input from their candidates on a regular basis. For example, the program hosts an annual event called "COMD Community Conversations" where candidates are invited to meet with faculty to discuss their concerns. Candidate concerns are submitted anonymously to faculty prior to the event and then addressed by faculty during these conversations. Candidates confirmed that they felt like their feedback was valued by the program, and many stated that they felt comfortable expressing their concerns to faculty at any point during their program. Finally, the credential advisory board of community speech-language pathologists and audiologists meets once a year to review the program and provide feedback. Once again, this group of constituents confirmed that they felt like their perspectives on the program were highly regarded, and many complimented the department chair, stating that they felt comfortable voicing their concerns to her at any time.

Several modifications have been made to the program over the past two years. First, the Clinical Practicum: Communicative Disorders and Differences in Individuals from Diverse Backgrounds course has been discontinued as a requirement and as a clinical offering. In its place, a Seminar in Multicultural Issues in Communicative Disorders has been made a requirement. Additionally, during the COVID-19 pandemic, classes and clinical practica were held online; although they have now returned to an in-person modality, faculty coordinators can still opt to provide supervision to candidates via Zoom if they choose. Finally, since COVID-19, the program has started to utilize the online learning platform, Simucase, to address some clinical competencies as the American Speech-Language-Hearing Association (ASHA), which awards the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP), allows up to 75 clinical hours from simulative experiences.

Course of Study (Curriculum and Field Experience)

Candidates complete academic coursework and fieldwork across four semesters plus one or two summers. Academic coursework in the program totals 34 units accompanied by five required clinical practica placements. The department chair establishes the academic and clinical practica course sequence prior to candidates entering the program; documentation outlining this master schedule was provided. Clinical placements are coordinated and monitored by three individuals: the clinic director, the credential coordinator, and one other faculty member. In their first and second semesters of the program, candidates complete their clinical practicum on-site at the CSU Fullerton Speech and Hearing Clinic during the day and complete their coursework in the evening. Candidates who work with adult clients in their first semester at the university clinic will then work with pediatric clients in their second semester (and vice versa). In their third and fourth semesters of the program, candidates complete one of their clinical externships at either a public school or medical site/private practice during the day and complete their coursework in the evening. Candidates who are placed at a public school their third semester will then be placed at a medical site/private practice their fourth semester (and vice versa). The summer session/s is/are reserved for clinical practica. All academic coursework is designed to equip candidates with the concepts and skills, theories, and clinical practica needed to work with diverse populations in various settings, including public schools. Clinical practica provides candidates with experiential learning opportunities to integrate knowledge gained from their academic coursework with successful clinical practice.

Results from the Accreditation Data Dashboard (ADD) survey support the efficacy of the program's structure, indicating that 92.7% of 2021-2022 respondents selected either "agree" or "strongly agree" to the statement, "My preparation program allowed me to develop the skills and tools I need to be effective in my professional work." This was confirmed during interviews with completers, who stated that they felt well-prepared for clinical practice and meeting the needs of their community after graduating from the program. Employers also reported that graduates of the program who work in their districts possess the necessary academic, clinical, interpersonal, and leadership skills to work successfully in a public school setting.

The program requires candidates to complete coursework in the nine competency areas of communicative disorders as outlined by the American Speech-Language Hearing Association (ASHA): speech sound production, voice and resonance, fluency, receptive and expressive language, hearing, swallowing/feeding, cognitive aspects of communication, social aspects of communication, and augmentative and alternative communication. Efforts have also been made to prepare candidates to work with individuals from culturally and linguistically diverse backgrounds. According to faculty, candidates, and recent program completers, this is woven throughout the coursework and is particularly highlighted in two seminar courses. Candidates and completers also endorsed that they have been able to exercise their skills in working with diverse populations at their clinical placements and job sites. Furthermore, supervisors and employers reported that this was a particular area of strength for the program. The program has also taken measures to ensure that its candidates are equipped to work in a public school setting. For example, during their public school clinical practicum, candidates simultaneously

take a seminar course. In this seminar, candidates learn about federal and state legislation pertaining to special education in the public schools. Candidates also discuss other topics relevant to the public school setting, including behavioral management in the classroom, collaborative assessment and assessment of bilingual/multilingual students, and universal design for learning. Candidates also have various opportunities to learn about supporting individuals, including students in public schools, with needs for augmentative and alternative communication (AAC) in both their coursework and clinical practica (i.e., participation in the on-campus, specialized AAC clinic and/or other field placements). Both school supervisors and employers commended the program for how well it provides AAC training to their candidates and emphasized the positive impact that candidates' knowledge and skills in AAC have had in their districts.

Before enrolling in any clinical practicum, candidates must meet the prerequisite requirement of completing 25 hours of guided clinical observation. Once this prerequisite has been met, candidates are enrolled and have four semesters plus one or two summers to complete the five required clinical practica, three of which are on-campus and two of which are off-site. All direct supervisors of candidates, whether at the university clinic or at an off-campus site, provide a minimum of 25% direct supervision for each assessment/therapy session. Faculty coordinators of off-campus practica observe the candidate clinician at least once per semester. At the university, clinic supervisors debrief with candidates after each assessment/therapy session. All candidates receive an official midterm and final evaluation from their supervisors; if a candidate receives below a 3 (out of 5) on any clinical ratings, then a remediation plan is developed.

Assessment of Candidates
Candidates are assessed for program competencies throughout the credential program through the Knowledge and Skills Acquisition (KASA) process.

Clinical knowledge and skills are assessed in clinical practica and documented using the web-based software CALIPSO. Candidates are informed of their clinical KASA competency results on CALIPSO and during their midterm and final reviews with their clinical supervisors. Candidates must receive at least a three out of five on all clinical ratings. If a candidate obtains a score of less than three on any given clinical rating, then a remediation plan is developed. The candidate's clinical supervisor and faculty advisor collaborate with the clinic director and the department chair to construct a plan that is individualized to the candidate's needs. The plan includes a list and description of intervention plan activities, deadlines for completing the recommended intervention activities, and designation of the relevant individuals who will be involved with the implementation and/or oversight of intervention activities. The clinical supervisor and the clinic director then meet with the candidate to review the proposed plan. Students who successfully complete the intervention plan by the designated due dates will be allowed to enroll in the next available spot for remaining clinics at an approved placement site. If a candidate does not successfully complete all of the activities specified in their remediation plan by the established due date, then they will continue to receive an incomplete until all remediation activities have been successfully completed, and they may not be able to enroll in

their next clinical practicum. In some cases, a candidate's remediation plan for the remainder of the program may need to be modified. Both supervisors and candidates expressed during their interviews that they felt well-supported by this process.

Academic knowledge and skills in the nine competency areas of communicative disorders are assessed via ten individual examinations (knowledge of receptive/expressive language in children and adults is evaluated separately). Eight of the ten examinations are administered in graduate-level, knowledge-based courses either during the fourteenth week of class or as scheduled by the instructor. The other two examinations (i.e., social and cognitive examinations) are comprehensive/cumulative in nature and assess the candidates' ability to integrate and apply their academic knowledge and skills across multiple competencies. They are administered during the fourth week of September and the fourth week of February, and candidates must apply at least 30 days before the examination week to take their comprehensive exam/s to ensure that all prerequisites are met. Candidates are permitted to take the social and cognitive examinations when they have: 1) completed the required knowledge-based coursework, 2) completed 5-6 out of the 8 knowledge-based course examinations, 3) are not currently on academic probation, and 4) received at least a 3.0 GPA in knowledge-based courses. After an examination has been submitted by the candidate and scored by faculty with expertise in the specific competency area, the candidate is notified of their results in writing. If a candidate fails to pass any individual KASA competency, they must complete a remediation that can include but is not limited to, an oral conference, an oral test of the failed competency question, and/or a rewritten submission of the failed competency question. Candidates are given a total of two attempts to satisfactorily pass the remediation. With the exception of the social and cognitive examinations, remediations must be passed no later than the end of the following semester. For the social and cognitive examinations, remediations must be passed no later than one month before graduation (i.e., at the end of November/April). In interviews with the candidates, many stated that they appreciated the remediation process as it helped to mitigate barriers to learning (e.g., stress).

To ensure that candidates are supported throughout the program toward successful completion, the program assigns each candidate to a faculty advisor. Candidates meet with their faculty advisor once a semester to review and discuss their academic and clinical progress. After meeting with a candidate, the faculty advisor adds an advising note to the candidate's file (i.e., individual student schedule or ISS), which is shared with program faculty via the file-hosting service, Dropbox. If there is a concern, the faculty advisor will work with the candidate and will involve the appropriate individuals (e.g., the department chair, and clinic director) as needed to devise a plan. Additionally, during the first week of their final semester in the program, candidates meet with the department chair who informs them of any remaining academic and clinical requirements needed to graduate (e.g., concerns around meeting the required clinical practicum hours, any missing clinical skills evaluations, need for any academic KASA remediations) as well as the procedures for applying for their ASHA CCC (Certificate of Clinical Competence)-SLP, California licensure, and SLPSC.

Overwhelmingly, interviews with the different constituent groups confirmed that the program is providing candidates with a high-quality education, including practical hands-on training, in the area of speech-language pathology. Additionally, interviewees expressed deep appreciation for the program, stating that it has been quick to identify and meet the needs of their surrounding community. As one employer so clearly stated to describe the impact of the program on the surrounding area, "I am just really glad that they are here."

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Speech-Language Pathology Services Credential in Language, Speech, and Hearing.

School Nurse Services Credential Program

Program Design

The School Nurse Services Credential (SNSC) program is housed in and administered by CSU Fullerton's School of Nursing within the College of Health and Human Development. It is designed for baccalaureate-prepared registered nurses already employed full- or part-time as school nurses (SN) under a preliminary credential. The SNSC program is an employment-embedded three-semester, fully online program, intended to support school nurses to earn their clear credential within five years of activation of the preliminary credential. Credential coursework is at the graduate level, and completers can choose to continue their education to earn a Master of Science in nursing.

The College of Health and Human Development (CHHD) is one of the eight Colleges on the campus of CSU Fullerton. The mission of the CHHD is to provide exemplary education, research, and community outreach related to human health, development, and lifelong well-being. Emphasis is placed on both theory and evidence-based practice, with special attention to the development of critical thinking, leadership, and professional skills needed in a global society. The CHHD associate dean supports all the work of the School of Nursing (SON), particularly related to student and faculty success.

In addition to managing several different nursing programs, the SON director oversees two federal nursing workforce development grants from the Health Resources and Services Administration, which support the success of SNSC candidates. Two grants, called ENGAGE (encouraging nursing guidance for governance and equity) and ENRICH (enriching nursing representation to impact community health), establish a broad basis of support for candidates from traditionally under-represented minority groups, including financial support, a nurse coach for candidates needing additional support with life balance and stress-management, paid peer tutoring, and funded writing tutor within the SON. The grants also fund faculty training on utilizing assessment strategies other than high-stakes testing for candidates to demonstrate competency, as well as establishing holistic admissions and under-represented minority faculty

supports for tenure success. Both SNSC candidates and completers reported the benefits of the nurse coach support in helping them manage stress and balance school, work, and family/life commitments.

The coordinator for the SNSC program is a tenured associate professor in the School of Nursing who provides oversight for all aspects of the program as well as teaching in it. She manages the clinical practicum experience with clinical faculty and district-employed SN preceptors. She is also responsible for verifying that completing candidates have met all credential requirements. She works closely with the graduate nursing advisor to review all applications for candidates entering the program. According to Commission survey data, program completers found the admission process clearer than what was reported as the state average. Completers and candidates described the graduate nursing advisor as very helpful with handling all application and registration issues and praised the detailed documentation she provides with step-by-step application instructions. In partnership with the credential analyst, the graduate nursing advisor also assists current SNSC candidates with securing an extension on their preliminary credential if needed, which was anecdotally verified by a candidate.

The coordinator, graduate nursing advisor, and credential program faculty members communicate regularly with credential candidates. Communication is conducted via email and the learning management system, Canvas. The coordinator and the graduate nursing advisor communicate with the SON director and the CHHD leadership regarding the program's operation and credentialing. The coordinator also communicates with leaders and representatives from the COE and the Commission as questions arise about program standards and during the re-accreditation process.

The program seeks input from its constituencies and partners in a variety of ways. The SON hosts an annual community partners meeting made up of partners from the community and clinical agencies, including school nurses and school nurse leaders, to review SON programs, including the SNSC, and provide feedback. The SON also administers an annual survey to community health agencies, including school districts. The SNSC coordinator gathers input from other SNSC coordinators and SN leaders at regional and statewide meetings of the California School Nurses Organization. Within the SNSC program, district-employed preceptors, employers (SN administrators), and faculty (who are also actively employed SNs) give feedback on their experience partnering with the program, serving as a preceptor or course faculty, and assessing the ever-changing demands placed on SNs before, during, and since the height of the COVID-19 pandemic. These constituencies all reported many formal and informal opportunities to give input into program content and structure and found the coordinator responsive to their ideas.

The SNSC program went fully online during the pandemic and has remained so since, with the exception of the in-person practicum. The program also added three courses in the past two years: 1) Advanced Decision-Making – Nursing Issues, which strengthens SN candidates' skills and competencies in policy analysis and development and professional advocacy, 2) Advanced

Nursing Practice – Vulnerable Populations, which adds focus on the identification and care of vulnerable populations, a focus on culturally competent care, and addresses bias, and 3) Pharmacology, which increases understanding of the complexities of treatment with pharmacological interventions.

Course of Study (Curriculum and Field Experience)
The SNSC program includes coursework and field experiences designed to provide nurses with opportunities to demonstrate that they have developed the knowledge and skills necessary for full credentialing. Individualized goal setting based on competency evaluation, professional learning opportunities, practical application of learning and skills, and ongoing assessments are emphasized. Program coursework consists of 21 units of study over three semesters, with an additional three units taken at an approved program that prepares candidates to meet the requirements for their school audiometrist certificate, required by the end of the first year. SNSC candidates are state-licensed registered nurses who are preliminarily credentialed, affording them legal authorization to provide school nurse services within the recognized scope of practice before, during, and after enrollment in a credential program. Coursework and fieldwork activities and assignments are completed in a job-embedded format at the place of employment and/or in a location or manner in line with the scope of practice for school nurses.

Courses are delivered online, both asynchronously and synchronously. Synchronous classes allow candidates to meet for lectures, networking, small group discussions and collaboration, and/or learning from expert guest speakers. The program courses utilize audio-visual materials, case studies, reflective writing, discussions, computer-assisted instruction, problem-solving activities, presentations, and hands-on experiences to practice desired skills and work toward competency. Coursework evidence reflects a comprehensive educational foundation that encompasses child development and health, health management within school systems, health education, and skills and competencies required for school nursing practice. This foundation prepares school nurses to promote health and safety, intervene in actual and potential health problems, provide case management, and collaborate with teachers, school staff, and administrators to help candidates develop capacity for self-management, self-advocacy, and learning. The coursework and field experiences provide candidates with a range of experiences working with students from diverse ethnic, cultural, linguistic, and socio-economic backgrounds (in their own and nearby school districts) and emphasize the development of skillful, autonomous practitioners. Combining theory, practice, and research provides a foundation to advance knowledge and produce competent, informed decision-makers able to influence the health and well-being of individual students, their families, and the community.

Fieldwork and practicum experiences are integrated into several of the courses, which allows immediate and ongoing application of new skills and knowledge. This integration begins with completing health, developmental, and behavioral assessments to more in-depth 135-hour fieldwork experiences with an expert nurse preceptor. Along the way, candidates complete community agency visits and lead a committee to conduct a school health and safety policy self-evaluation. In their final semester, candidates develop a legislative brief about a school-

health related topic, make an appointment with and complete a visit to a local legislator to discuss the issue. Program coursework provides ongoing opportunities for candidates to build on their understanding and competence in functioning independently as a school nurse. Coursework focuses on linking content to school nursing clinical practice in a variety of care delivery models, including prevention, health promotion, and meeting health requirements in the school setting for both elementary and secondary students with various health concerns. Coursework in the first and second semesters provides a foundation for applying theories, concepts, and research to practice in the final term practicum course. In their final semester, candidates strengthen skills and competencies in policy analysis and development and professional advocacy, culminating in a visit with a legislator. Both candidates and completers reported the CSU Fullerton program has helped them understand the rationale behind their daily tasks, analyze legislative mandates, and advocate for new evidence-based policies, procedures, or equipment that improve student health. These interview findings were echoed in the Commission survey data, where the Fullerton completer scores on the value and relevancy of their coursework were over 80% positive, mirroring state averages.

Upon entry into the second semester 135-hour clinical practicum course, candidates, in consultation with their preceptor and clinical faculty, complete an initial self-assessment to determine areas of strength and weakness in meeting the Commission (CTC) required school nurse competencies and then develop an individualized learning plan to be accomplished during the semester. Clinical faculty members teaching the practicum course ensure that the clinical practicum site, individualized learning objectives and activities, and preceptors meet CTC and program requirements. This was verified by the program faculty during interviews.

Candidates complete their clinical practicum in consultation with credentialed school nurse preceptors who act as guides, expert clinicians, and resources. Clinical preceptors are trained by the SNSC coordinator at the start of the semester on fieldwork requirements and program outcomes. Preceptors have access to two detailed training videos, a PowerPoint presentation, and the clinical manual which clearly delineate their roles and responsibilities. One strength of the pre-recorded videos is that preceptors are able to refer back to these helpful videos throughout the semester. The preceptors reported feeling well-prepared and supported by the SNSC coordinator and the clinical faculty throughout the practicum.

SNSC candidates identify a school nurse preceptor at the end of the first semester, ahead of their practicum course. If they are unable to identify a preceptor, the program coordinator identifies a vetted preceptor for them. The Candidate Placement Verification Table shows that ~80% of candidates work in the same district as their chosen preceptor where they will complete their clinical practicum. Twenty percent of candidates will complete their clinical practicum with preceptors who meet program requirements in a nearby school district. Each prospective preceptor completes a Preceptor Information and Determination Form which is reviewed by the faculty and the coordinator to assure that preceptors meet program standards and expectations. A clear delineation of the requirements for each candidate placement in

alignment with the requirements of the SNSC program standards is found in the School Nurse Practicum Clinical Handbook.

The consulting preceptorship model accelerates the socialization process in the school nurse's role and encourages more intensive self-evaluation of the candidate's nursing practice. This allows the school nurse credential candidate to structure their work situation to meet clinical objectives and experiences that go beyond specific employment responsibilities. The experience is characterized by independence, allowing candidates to identify and meet their learning needs and build a unique clinical experience. Clinical hours are further refined and developed in accompanying faculty-designed clinical assignments and expectations, including completing a health lesson for students on a chosen topic at a specific grade level (PK-12). Completers and preceptors reported that the process of candidates completing a self-assessment and then candidates, preceptors, and faculty co-developing the candidate's specific learning goals works well to ensure candidates have an individualized, self-directed learning experience while still meeting all the SNSC competencies.

The coordinator conducts a candidate orientation meeting ahead of the clinical practicum class start, and candidates are provided a video recording of that session that they can refer to afterward. In that orientation, the handbook is reviewed, including course requirements and clinical practicum assessment. The clinical instructor provides their candidates with a detailed clinical handbook (as provided to their preceptors), along with an SNSC Student Preceptor Practicum Contract Form. In interviews, candidates reported feeling well-prepared for the practicum.

At the beginning of the clinical practicum, preceptors meet with their candidates to discuss and develop individualized learning goals based on the candidate's initial self-evaluation using a highly detailed *Competency Rating Worksheet*, which is inclusive of every SNSC competency. Preceptors and candidates meet every one to two weeks to review candidate progress, troubleshoot issues, and revise goals. Clinical preceptors provide feedback on candidates' performance in the clinical practicum via a formal evaluation at the midterm, when they review the candidate's progress and make necessary revisions and adjustments to the individualized plan. Preceptors and candidates also meet at the end of the practicum, at which time candidates complete a final self-evaluation as well.

In addition, clinical faculty meet with each candidate and preceptor at the beginning of the practicum, to review the SNSC initial Self-Evaluation, and Competency Rating Worksheet and develop goals to assure that planned activities and experiences will meet credentialing requirements, and as needed throughout the semester. Faculty also conduct clinical conferences with groups of candidates, review weekly candidate reflections on their learning (reflective journal entries), track completion of clinical hours, and ensure candidate completion of hours and learning goals at mid-term and end of the semester to assure completion of all course requirements. The clinical handbook and reports from candidates, completers, clinical faculty, and preceptors all confirmed this system of supporting candidate completion of their

individualized, standards-aligned clinical objectives and 135 hours works well. Candidates and completers reported feeling supported throughout the practicum experience, and Commission survey data shows that over 87% of completers found their practicum helped them practice what they learned in the program.

When a candidate is struggling with coursework or clinical practice, the coordinator and faculty work closely with the candidate to establish a remediation plan. When faculty notices that a candidate is struggling, they contact the coordinator, then together they provide tailored academic support. Their progress is monitored by the faculty and coordinator (and in the case of the practicum, the preceptor). This was confirmed by faculty and preceptors. The coordinator proactively meets with faculty, particularly new faculty, to guide them on how to better support candidates. For example, part-time faculty provide regular evening office hours via Zoom, for both drop-in visits and questions. Candidates reported really liking the accessibility and support of all their faculty as well as the coordinator.

The program collects a variety of data from faculty, preceptors, and candidates on coursework and clinical practice experiences. Candidates give feedback on courses, instructors, and the program when they complete course and instructor evaluations at the end of each semester and an exit survey upon completion of the program. The program gathers formative feedback at every midterm, by asking candidates to complete a quick survey where they share what they think the program/faculty should "stop, start, or continue". Faculty give ongoing input on the curriculum. One mechanism they described for organizing their input in real-time is a shared Google folder where they share and organize their course improvement suggestions as they proceed through the term, rather than waiting until the end. Preceptors complete a brief survey at the end of the practicum providing suggestions on how to improve the practicum experience in the future. All this input is used for continuous program improvement. For example, candidates and completers reported that had faculty changed assignment instructions as a result of their feedback, and the coordinator shared that faculty had better explained the purpose of, or pared down, assignments perceived as "busywork" by some candidates. As a result, Commission survey data demonstrates that completers agreed or strongly agreed 85-95% of the time to all questions related to faculty expectations, expertise, responsiveness, and teaching efficacy.

Assessment of Candidates
The SNSC program coordinator, faculty, and graduate program advisor closely monitor candidate progress throughout each semester. Candidates are made aware of the appropriate use of materials, the appeal policy, and the remediation policy in the program handbook (easily accessible on the program website) and in each course syllabus. The advisor maintains a detailed progression database, which the coordinator consults as she reviews each candidate's eligibility for the clear credential. Candidates must maintain a 3.0 GPA throughout the program. SNSC candidates are assessed for program competencies through graded *critical assessments* (aka "essential assignments") and completion of fieldwork goals. All performance assessment requirements and detailed rubrics are shared with candidates ahead of their completion of the

assignment. As mentioned above, one-on-one meetings to develop a remediation plan are conducted between course faculty, the coordinator, and candidates who do not pass critical assessments with an 83% or higher. Critical assessments are identified in each syllabus, and all utilize detailed grading rubrics, as verified in the syllabi provided by the program. Graded assignments are returned to candidates within two weeks of submission. The program has provided a detailed list, with evidence present in syllabi, of the critical assessments conducted in each course in the SNSC Program. In addition, the comprehensive course matrix identifies in which course/s SNSC candidate competencies are introduced, practiced, and assessed. The program clearly prepares completers to meet all SNSC competencies and related standards.

The program coordinator communicates with the COE credential analyst to verify that completing candidates have met all practicum and academic requirements for the credential. The recommendation of candidates to receive the SNSC credential occurs after completing all coursework and fieldwork, tracked by the coordinator via the SNSC Progression Log (provided as evidence by the program) to verify that the candidate has met all requirements for the program prior to recommendation.

Upon completion of the coursework and fieldwork, the SNSC program coordinator confirms fulfillment of the audiology course co-requisite obligation and reviews candidate grades and the initial and final self-evaluation to ensure that they have met all requirements for the SNSC. The coordinator also looks at the completion verification form that the candidate completed, the evaluation of experience and preceptor survey, the program exit survey, and the preceptor's evaluation of the candidate. Once it is confirmed that all requirements have been met, the SNSC coordinator sends the credential analyst an email with a list of candidate names for those candidates who have met all clinical and academic requirements for the credential.

Findings on Standards
After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, and the completion of the interviews with candidates, completers, faculty, and supervising practitioners, the team determined that all program standards are **met** for the School Nurse Services Credential program.

Preliminary Administrative Services Credential

Program Design
The preliminary administrative services credential (PASC) program, housed in the College of Education's Department of Educational Leadership is offered as a standalone program (four semesters) or as an embedded component of the Master of Science in Education Leadership and Administration (MSEDAD) program which is an additional semester (making for a total of five semesters). This program follows the college framework: Reach, Teach, and Impact. This program is a cohort-based, hybrid online program, with in-person meetings on three Saturdays per semester. This program is fieldwork-based and job-embedded, as verified through interviews with current and past candidates and leadership in the program.

The PASC program is aligned with the California Administrator Performance Expectations (CAPEs) and adult learning theory, as evidenced by documents reviewed during the site visit. The program recognizes and applies principles of adult learning theory (andragogy) through the hybrid design, course structure, and assignments. Instructional methods are designed to be learner-centered, recognizing adult learners' autonomy and prior experiences. For example, instructors introduce real-world problems relevant to the field of study, use small group collaboration, encourage self-directed learning, and apply existing knowledge and skills to analyze problems and make decisions collaboratively evidenced by the assignments presented on the syllabi. The program design incorporates findings from current educational research. Evidence of research utilization is visible in the curriculum, instructional methods, and assessments employed within the program, such as the use of Safir & Dugan's *Street Data* text.

According to the Department of Educational Leadership organizational chart, the department chair oversees the PASC program, with the PASC coordinator being responsible for clinical practice and fieldwork experiences.

The P-12 Educational Leadership Advisory Committee meets twice an academic year. The focus of this group is on P-12 programs in the Department of Educational Leadership. This group reviews program assessment, evaluation, and planning data to provide input toward continuous improvement efforts. Input from these sources is reviewed in department meetings and has led to changes and innovations throughout the department's programs. According to information provided by the institution, they will be returning to regular meetings post-pandemic (twice an academic year) with a focus on program assessment, continuous improvement efforts, integration into department meetings, and documented impact on program changes and innovations. Collectively, these actions indicate a collaborative approach to program development and enhancement. The goal is that the program remains responsive to the needs of those it serves, resulting in a high-quality educational experience for candidates.

Through interviews with faculty and coordinators, it was stated that the program is a collaborative coaching environment (not hierarchical). The program chair, Ed.D. coordinator, and COE leadership meet monthly to discuss various topics. Faculty and coordinators also serve on different institutional committees to build relationships outside of the department. Interviews with faculty and coordinators suggested they serve on committees such as the University Advancement and Faculty Affairs (revising institution policies); the Graduate Education; Institutional Review Board (IRB); and the Adjunct Faculty (revising standards for adjunct faculty members, evaluation) committees.

Per the program review report and findings addendum, handbook, and interviews with candidates, candidates self-select a mentor based on their school site or the school where they work. Once they have identified a potential mentor, mentors are required to complete the Mentor Determination Form that gathers information as well as outlines requirements and

expectations. This form is aligned with CAPE and Commission standards for administration practices. Mentors agree to review an orientation and training video that covers their roles and responsibilities. Candidates and mentors have a space to communicate via Canvas. Through interviews with completers and current candidates, it was expressed that clear expectations and more guidance for communication with mentors would be helpful, such as how many times to meet, when to meet, what topics to discuss, etc.

During interviews with the PASC coordinator, the Clear Administrative Services Credential coordinator, and the California Administrator Performance Assessment (CalAPA) coordinator, evidence was provided that several changes took place over the past four years. All courses in PASC were redesigned and aligned to the CalAPA (Cycles 1, 2, and 3). There was an agreement that due to all the changes in leadership within the College of Education and programs, there had been a "lapse in coordinating courses and alignment of courses." Due to changes in leadership, several faculty were also lost, so there was a retraining of all faculty on the current CalAPA. During COVID, the student learning outcomes (SLOs) were redesigned and there was a realignment of the program learning outcomes (PLOs), conceptual framework, and CAPE.

Course of Study
The PASC handbook declares that the program focuses on examining the role of a school leader, using data to solve problems of practice, leading school improvement to create more equitable schools, managing and guiding change, and working collaboratively with diverse families and communities. The program's primary mission is to educate candidates who will assume leadership positions in diverse P-12 schools and districts. Through interviews with faculty and candidates, the program also focuses on candidates becoming change agents in the community and education system as a whole.

As part of the application process for the PASC, school administrators complete an Employer Support Form Notice to their district superintendent and agree to provide a site-based mentor with the appropriate qualifications and credentials. The candidates ask their mentor to submit a Mentor Determination Form which outlines details about the type of credential and qualifications the mentor holds. The MSEDAD coordinator reviews the documentation and ensures a mentor match within 30 days from when the classes begin for the semester.

Documentation submitted by the institution shows there are three full-time faculty, nine part-time faculty, and 72 site mentors that are available to support candidates. Part-time faculty (adjunct professors), who teach in the PASC program are required to have a doctoral degree (Ed.D. or Ph.D.) in a field related to education or educational leadership, as well as a clear administrative services credential. The program philosophy promotes the belief that part-time faculty (adjuncts), who are current practitioners in the field of PK-12 Educational Leadership, bring current best practices to the classroom.

Per the program sequence document provided, the PASC degree requires 30 units of study; no prerequisites and no Graduate Record Examination scores are required. Additionally, 40

fieldwork hours over two semesters are required. Candidates should plan to complete the MSEDAD program in two years: two fall, two spring, and one summer semester. There is a comprehensive capstone project at the end of the program and an E-Portfolio.

Through interviews with various constituencies, it is apparent that this program is collaborative and works to ensure the best learning experiences for candidates. Candidates, both past and present, appreciated "seeing themselves" inside the classroom and the relevancy of coursework.

Assessment of Candidates
Interviews with candidates, faculty, and coordinators solidified assessment as being an integral part of the PASC program. CAPE standards are embedded in coursework, as verified through course syllabi. The course matrix provided by the institution displays where CAPEs were introduced, practiced, and assessed, with all of the CAPE assessments occurring in the fieldwork course. As stated in one interview, "Evidence in our program for guiding, assisting, and evaluating candidate performance in field experiences is drawn from the program's commitment to embedded fieldwork, the existence of comprehensive capstone projects, the completion of e-Portfolios and master's projects, the involvement of field/clinical and program supervisors, and the establishment of practices ensuring complete, accurate, and timely feedback with constructive suggestions for improvement. This holistic approach indicates a robust system for supporting candidate development and ensuring the alignment of the program with program standard 8." This was verified through reviewing provided documents.

Additional assessments are embedded throughout the program. CAPE self-assessments are completed in the fieldwork course, where candidates meet and discuss the results of these with their mentor. Candidates keep track of these meetings and discussions via the mentor log. Examples of these were reviewed. Formative assessment was evident in the examples of the mentor interaction logs provided.

The Foundations of Equity, Diversity, and Access in P-12 Schools course includes a signature assignment where candidates focus on systematic problems in school settings. This assignment is used as part of the program assessment plan.

PASC candidates must complete their CalAPA cycle assessments during their program. The cycles are embedded within the program and aligned with the course learning outcomes and goals. Each cycle is completed across three courses. If cycles are not completed as recommended, candidates complete these during their fieldwork course.

Review of Closing the Loop documents provide evidence that data from assessments is used to make programmatic and course changes for improvement.

<u>Findings on Standards</u>
After review of all available information including interviews with candidates, program completers, program personnel, mentors, coaches, and other constituencies, the team determined that all program standards are **met** for the Preliminary Administrative Services Credential program.

Clear Administrative Services Credential

<u>Program Design</u>
The clear administrative services credential (CASC) program is designed for full-time school administrators, currently holding a Preliminary Administrative Services Credential, and seeking to earn the clear credential. CASC is an individualized, job-embedded two-year program with enrollment in a program expected upon placement in an administrative position, but no later than one year from activation of the preliminary administrative services credential. As required by the Commission, this primarily coaching-based program includes an individual induction plan, professional learning opportunities, and ongoing assessment. CSU Fullerton offers a stand-alone clear credential program (CASC), which is an online model, and an embedded CASC program for those enrolled in the Ed.D. program, which is an in-person model.

According to the Department of Educational Leadership organization chart, the program chair oversees the program and all those involved, including the Ed.D. director, all the coordinators, advisors, and faculty.

The dean's advisory board for the COE is a long-standing board of internal and external advisors who meet twice per year to review the status of programs within the COE, including the CASC program. The P-12 Educational Leadership Advisory Committee meets twice an academic year, focusing on P-12 programs in the Department of Educational Leadership. This group reviews program assessment, evaluation, and planning data to provide input toward continuous improvement efforts. Input from these sources is reviewed in department meetings and has led to changes and innovations throughout our programs. This was confirmed through interviews with institution leadership and faculty.

In the past, CSU Fullerton only offered the CASC embedded into the Ed.D. program. In fall 2020, they began offering standalone CASC induction courses and coaching available to eligible candidates, including those outside of the Ed.D. program. The standalone induction program and the embedded program contain new and updated professional learning through coursework aligned to the California Professional Standards for Education Leaders (CPSEL)s, collaboration with certified coaches, and professional development available through partner school districts.

Throughout interviews, it was evident that there is a shared voice and governance within the CASC program. Candidates shared that the program was rigorous with high expectations, yet practical and relevant to the field of education.

Course of Study (Curriculum and Field Experience)

The CASC standalone clear credential program is a total of 12 units, completed over four semesters (two years) beginning in a fall term. CASC content courses are presented asynchronously online, with the coaching portion offered as a hybrid of both face-to-face and virtual meetings. For those candidates enrolled in the Ed.D. program, they only need to complete the coaching courses for completion. Candidates enrolled in the Ed.D. program will receive the required content to meet program standards throughout their program, as this is embedded throughout their coursework. Through interviews with completers and current candidates, they shared an appreciation for diversity in the program, as well as being able to clear their credentials while earning a doctorate, which several thought they could never accomplish, but has now been made possible by CSU Fullerton.

When a candidate begins the CASC program, they are assigned a university coach who will work with the candidate to make sure all paperwork is completed and submitted. There is a verification process to ensure proper employment and mentor approval. CASC coaches are certified once they complete training through a CASC certification program. All CASC coaches working with candidates are certified. Coaches use the handbook and the pre-designed coaching courses to guide their work with candidates. For the fall 2023 term, eight candidates were enrolled in the CASC program according to the candidates count spreadsheet provided by the institution.

Candidates enrolled in the CASC credential-only program will complete a total of 12 units, as described above, which include content topics such as epistemology, analysis, organizational theory, change, policy, ethics, and school law. Additionally, candidates have embedded induction within each course, so they participate in the introduction to induction, planning induction, implementing induction, and assessing induction. Once coursework is completed, candidates participate in coaching for four terms (two years) which includes the same sequence for induction, drafting of the Individualized Induction Plan (IIP), development of the IIP, benchmark and assessments, finalizing the IIP, and reflection and portfolio. Again, those enrolled in the Ed.D. program only complete the coaching portion of the program.

Candidates in the CASC program have support through both a coach and site mentor per the CASC handbook and verified through interviews with the mentors and former and current candidates. The coaches are university-based and assigned by the CASC Coordinator, while the mentors are self-selected and provide on-site based support.

Assessment of Candidates

Candidates in the CASC program are assessed throughout, beginning with the initial assessment. After review of the CASC handbook, site visit materials and documents, and validated through interviews with leadership and past/present candidates, the team found evidence of four initial self-assessments completed during the coaching course: 1) Leaders in

Technology; 2) Conflict-management Style Survey; 3) Seven Competencies for School Leadership Assessment; and 4) Conflict Management Survey.

According to the CASC handbook, formative assessment is ongoing throughout the program. As candidates complete the data collection for activities on the IIP, they submit an activity feedback form that includes their reflection on how the activity has impacted their leadership practices for each of the CPSEL Elements. The coach provides formative feedback on the activity.

Benchmark Assessment occurs after the first year. The coach, mentor, and credential coordinator assess whether the candidate is progressing, showing growth, or presenting high-quality evidence and reflections in order to demonstrate competence in all of the CPSEL outcomes by the end of the second year. The Coach discusses their written feedback on the Benchmark Assessment and collaborates with the candidate about any necessary revisions in the IIP.

The reflective essay addresses two domains: 1) A Summary of Accomplishments, highlighting each of the six CPSEL standards and what the candidate accomplished as well as the resulting impact they believe they had on culture, teaching, and student learning, and 2) Professional Administrative Services Program describing the candidate's growth in leadership practice and overall development as a school leader and how they believe this has influenced their teaching practice and student learning for better results.

As a summative assessment, the candidate creates a portfolio of evidence to demonstrate their competence in each of the six CPSELs. The final summative review of IIP is based on the documentation and reflective essay. The final assessment is the CalAPA. CASC candidates who have not completed the CalAPA during their preliminary program or qualify for the variable term waiver due to COVID-19, are supported in the CASC program to complete the CalAPA.

Completers and current candidates shared that they appreciate the support they receive for preparation of the CalAPA. It was evident through interviews with completers that they appreciated the flexibility of the program and close relationships with faculty and coaches. Several did wish the program offered more online coursework because of busy lifestyles. Faculty, during interviews, stated they played a role in redesigning the courses and program to align curriculum with the CalAPA Cycles and CPSELs.

Findings on Standards
After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Clear Administrative Services Credential program.

Reading and Literacy Added Authorization
Reading and Literacy Leadership Specialist

Program Design

The Department of Reading and Literacy Education in the College of Education at CSU Fullerton offers the reading and literacy added authorization (RLAA) program and reading and literacy leadership specialist (RLLS) credential program. The program is designed to be completed in three semesters for the added authorization, and five semesters for the credential. Candidates benefit from coursework and fieldwork or supervised clinical practicums every semester they are enrolled. Candidates integrate knowledge gained in coursework and clinical practicums allowing them to connect current reading and literacy theory to practice. At the end of the program, the candidate will be able to take on positions as reading specialists and leaders in PK-12 settings, classes organized primarily for adults, and work at school sites, districts, or county offices of education. The interviews with completers, current candidates, and faculty confirmed that program completers are currently working in leadership roles consistent with the goals of the programs.

The coursework and fieldwork themes follow a philosophy of just, equitable, and inclusive education to develop equity-minded literacy leaders by using data-driven culturally sustaining instruction and knowing how to assess students with intersecting identities and unique needs and strengths. Interviews with program leaders and faculty, completers, and current candidates confirmed that the program adopts an approach that integrates anti-racist pedagogy and issues of social justice and inclusiveness as related to candidates' intersecting identities and literacy instruction. There is also a focus on critical thinking and creativity, alternative methods to assessment and literacy development, and advocacy for students, families, and the communities they will teach. Interviews with tenure and part-time faculty, graduate advisors, tutors, completers, and current candidates and a review of artifacts such as syllabi support the program's commitment to social justice.

The program offers classes fully online extending their service area beyond their local districts and community. The program is organized by continuous enrollment. Cohorts are formed and these can range from 20-55 candidates per term. Support and advice to candidates begin as early as when the application is being completed and continue throughout their time in the program. Once the candidate is accepted, they are guided and supported at different checkpoints (new student orientation, mid-point advising workshop, and end-of-program advising workshop) throughout the program. In addition, candidates have access to support at any time and can request synchronous online meetings/sessions with student service professionals, graduate advisors, department chairs and/or program coordinators, and student success and community engagement specialists. These and additional support systems were also noted during the interviews and review of program artifacts.

The RLAA and RLLSs program are part of the organizational structure that is led by the college dean and associate dean who oversee department chairs for each credential program. The

RLAA and RLLS programs are led by the department chair, in coordination with a student support specialist who offers support, advice, and guidance throughout the program, and a graduate advisor/coordinator who oversees the application review process and advising of continuation candidates. The graduate coordinator also assists the department chair with the program's assessment system. Another part of the program leadership is the tenure track faculty who serve as course custodians and lead course development activities with part-time faculty.

The COE unit assessment system is tasked with the collection, analysis, and reporting of data on candidate performance. There are specific learning key assignments, exit surveys, year-out surveys, and employer surveys. The RLAA and RLLS program leadership is tasked with writing reports addressing assessment data related to its programs. They are also in charge of developing plans for program improvement. Currently, there is ongoing work to develop a new Writing Module and Digital Notebook as there were areas of feedback noted in past assessment cycles.

The Hazel Leadership Council also supports the RLAA and RLLS credential programs in their assessment and continuous improvement processes. Suggestions from this council led to the creation of a new writing module for candidates in the programs who need additional assistance. This module was implemented starting in fall 2023.

The Hazel Leadership Council was found to be a key player in the development of the capstone course requirement at the Reading Center. Additional information from interviews shows that regular meetings occur with the Hazel Leadership Council to improve the program and maintain frequent dialogue with the community of alumni network.

Interviews with RLAA and RLLS program leaders included a discussion about modifications to the programs that began in fall 2020 as a result of the pandemic. The modifications included changes in the teaching format and the coursework to support the shift to online synchronous supervised fieldwork opportunities. The online synchronous fieldwork opportunities are designed to allow the program to work in partnership with community centers and neighborhood groups.

Course of Study (Curriculum and Field Experience)
The course curriculum is aligned to meet the Reading/Language Arts for California Public Schools K-12 (2007) and International Literacy Association professional standards (2017) The program provides opportunities for candidates to learn how to assess, instruct, and provide intervention. Data from syllabi, course of study documents, and assignments show that the coursework covers a variety of topics on the foundations of literacy, the role of linguistics in literacy, literacy across disciplines, curriculum design, implementation and evaluations, literacy assessment, and analysis for instruction in reading. Field experiences are embedded in the courses.

The added authorization is completed after 15 units of coursework (five courses). Candidates take two courses per semester. There is also a five-hour fieldwork requirement in the first semester with an emphasis on PK-3 grade-level instruction. The RLLS requires an additional 14 units of coursework after the RLAA for a total of 29 units. The RLLS takes five semesters to complete. All candidates in the program take the same courses for the added authorization and continue with additional coursework for the RLLS.

A total of 26 fieldwork hours are required for the RLAA program and 29 hours for the RLLS program. In these fieldwork hours, candidates implement assessments and create instructional plans for diverse K-12 learners. Candidates are also provided with opportunities to demonstrate mastery of skills in reading assessments as well as how to assess students with different language proficiency levels. The candidates use their own classroom to apply and conduct fieldwork. Field placements are monitored by the faculty teaching the courses who also provide feedback to candidates.

Interviews with current candidates, faculty, and program leaders and a review of program documents confirmed the details about the course of study. There was also agreement among all constituents about the candidate having opportunities to complete fieldwork and practicum experiences early in the first semester with students in grades PK-3, continuing with supervised fieldwork working with students in grades 4-12, and developing one-on-one intervention reports in a subsequent course. Candidates are expected to create assessment plans and data-driven instructional plans, for diverse groups of students, to meet their unique academic needs.

Interviews with multiple constituencies confirmed that each course in the program serves as a foundation for the next course, adding the next level of complexity. Within each course, new content is provided, and previous content is reinforced.

Field experience supervisors work with candidates for five hours over the course of five sessions and focus on skills development and the application of concepts related to the administration of assessment and plans to support struggling readers. Literacy clinical supervision is provided to candidates as they work one-on-one with a student in administering a series of diagnostic assessments. Candidates continue their field experience using a case study/teacher research project with emergent bilingual learners. Candidates finalize their clinical practice with a striving reader. The work is supervised, and candidates experience high levels of rigor, as they work with a struggling reader, to provide scaffolded opportunities designed to help the student overcome specific reading challenges.

Both the RLAA and RLLS portions of the program have various systems of support for candidates. The department chair, student support specialist, and graduate advisor primarily communicate with candidates via email and Zoom as the program is completely online. There is a graduate writing tutor and technology support. There are checkpoints throughout the program where candidate progress is checked for meeting specific program milestones and

performance levels. Data from the documents reviewed, and from interviews, confirmed the mechanism and personnel that are available to support candidates, faculty, and the program.

Additionally, when candidates are falling behind, instructors closely monitor their progress or lack thereof and reach out to candidates if there is a delay or no submission of assignments. Grades are monitored and support is provided when and where needed. Candidates are also contacted by student support staff or liaisons if they are found to be experiencing challenges in meeting other program milestones and performance expectations.

Interviews with constituents suggest that candidates are supported and receive guidance from the student services and advisement staff who are knowledgeable of the program structure and requirements. There also appears to be a humanizing approach to advising and student support.

The assessment unit collects data from multiple sources related to candidate performance. In both programs, this data is collected through key assessments and assignments that are connected to field experience, and coursework, exit surveys, employer surveys, end of the year surveys. Data is collected and analyzed to determine if candidates have met the requirements necessary to matriculate through the transition points. The assessment unit develops a summary of the data findings and writes a report. Department chair shares data in early fall with faculty, solicits input, and sets yearly goals. Faculty in the program provide input, identify areas that need attention, and set annual goals for program improvement. The department chair submits a Closing the Loop Report to the assessment unit addressing assessment data and plans for program improvement.

Assessment of Candidates
Candidates are assessed through key assignments based on a four-point rubric. Additionally, course faculty assess candidates on a case study that includes parent interviews, community mapping, practice reports with struggling readers, and reflections on their field experiences. Candidates need to achieve a score of at least 90% on the case study key assignment.

Candidate placements occur within their own classrooms, in the reading center, or within the community through partnerships for the graduates who do not have their own classrooms. The Hazel Miller Croy Reading Center serves as a support to candidates who do not have their own classroom or are not working as teachers. There is also the Center for Healthy Neighborhoods where placement for a practicum or field experience can also occur. Data from interviews confirmed the use of these three locations as placements for field and clinical experiences.

Findings on Standards
After careful review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, full-time and part-time faculty, and supervising practitioners, the team determined

that all program standards are **met** for the Reading and Literacy Added Authorization and the Reading and Literacy Leadership Specialist Credential program.

Bilingual Authorization

<u>Program Design</u>
The bilingual authorization program is available to candidates in the multiple subject, single subject, or education specialist credential programs as well as candidates holding a preliminary or clear teaching credential providing opportunities to holders to teach in K-12 Spanish, Korean, and/or Vietnamese bilingual and dual language classrooms. Additional languages for Mandarin and Khmer are offered through the Asian Bilingual Authorization Consortium which CSU Fullerton is a member. Candidates earning the Bilingual Authorization in Mandarin take the required courses at a sister campus: California State University, Los Angeles.

The bilingual authorization program is housed in the College of Education under the leadership of a program coordinator in coordination with the multiple subject, single subject, and education specialist program coordinators. The bilingual authorization program coordinator reports directly to the associate dean and dean of the College of Education.

The bilingual authorization program leadership maintains frequent and sustained communication with key members of the program. Tenure track and part-time faculty, field placement supervisors, and partners in local school districts receive communications regarding program changes, needs, and/or improvements. This finding is consistent with the data from interviews. It was reinforced from interviews with mentor teachers, local school districts leadership, full-time and part-time faculty that shared communication happens in many ways and monthly program meetings or as needed. Program faculty shared during interviews how they met and collaborated to review and align syllabi, assignments, and required assessments to be consistent among all languages for the transition to the updated program standards.

The program has strong relationships with local school districts (Anaheim Elementary, Anaheim Union High School, Glendale, La Habra, and Westminster) for collaboration and projects. There is also communication to work on field placements for candidates in dual language or bilingual placements in the districts noted. There is a robust collaboration with Anaheim Union High School District and Anaheim Elementary School District in applying for grants for professional development for in-service bilingual teachers. There is constant communication from the district and partnership schools that provide the program with input and suggestions.

Major modifications to the program took place in the last two years. The updating of the course matrix occurred in two different phases. In the summer of 2022, instructors teaching courses in Korean, Spanish, and Vietnamese, reviewed the revised standards, new Bilingual Teaching Performance Expectations (BTPEs), and current syllabi to identify areas, assignments, and readings that needed to be amplified, modified, or eliminated. In fall 2022, faculty meetings were held to identify challenges and areas of improvement to introduce, practice, and assess the new BTPEs.

CSUF began implementation of the updated bilingual authorization program standards in the Summer of 2023 with its first cohort of candidates.

Course of Study (Curriculum and Field Experience)
The course of study required to complete the bilingual authorization consists of two courses, one focusing on methodology and the second on cultural aspects of bilingual education. The course of study allows candidates working their bilingual authorization in Spanish to take two required courses in any order or sequence (fall, spring, or summer). The candidates working on the bilingual authorization in Khmer, Korean, or Vietnamese concurrently take the two required courses during the summer semester.

Coursework and field experiences are combined within the coursework required. Candidates complete at least 20 hours of fieldwork during the methods. Candidates in multiple subjects, single subjects, and education specialist programs can count the 20 hours toward the 600 hours of student teaching for their preliminary credential. The 20 hours are completed in dual language classrooms embedded in the methods course across languages.

The program coordinator oversees the coordination and selection of field placements in collaboration with school districts. Faculty teaching the methods courses oversee the completion of fieldwork and the hours are verified by the instructor. During the summer courses, candidates are provided with opportunities for observations. In addition, candidates develop mini-lessons and implement those lessons in large or small groups. Candidates receive feedback and coaching from the course instructor as well as the classroom teacher. Candidates who are also in the preliminary credential program can also be given opportunities to student teach in dual immersion settings through district agreements.

As the program was transitioning and implementing the field experience, candidates also were able to provide feedback on program changes. Candidates were able to critically analyze the newly revised BTPEs and share ideas on amplifying syllabi. Their ideas and those collected through an exit survey completed by each cohort at the end of the program allowed the program to find coherence from theory to practice.

The program gathered additional information from faculty, school leaders, candidates, and exit surveys to program courses and how the program assesses and supports candidates to use their language skills and competencies fully. The information provided is consistent with data gathered, reviewed (i.e. syllabi, course matrix, assignment, checklists), and from interviews with faculty, school leaders, and program coordinator.

Assessment of Candidates
Bilingual competencies are assessed during field experiences using a checklist. The assigned field experience supervisor verifies if candidates have met the requirements. Formative assessment is conducted through coursework and assignment completion. Candidates are

required to meet expectations at the end of the program. The program verifies completion of performance expectations.

The program requires assessment of candidate competence and readiness of language proficiency levels in listening, speaking, reading, and writing in the target language. Candidates may demonstrate language proficiency through passing the California Subject Examinations for Teachers (CSET) World Languages examination (Spanish, Mandarin, Khmer, Vietnamese or Korean). In addition, guided by the American Council on the Teacher of Foreign Languages proficiency guidelines, the program uses its own language assessment to evaluate language competency for the Spanish candidates that replaces the CSET. Courses for the bilingual authorization are taught in the target language; faculty formatively assess candidates' language competence.

Findings on Standards
After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Bilingual Authorization program.

Teacher Induction

Program Design
The CSU Fullerton teacher induction program (TIP) is designed to coordinate local face-to-face mentoring support with an online asynchronous curriculum that serves teachers holding a preliminary multiple subject, single subject, or education specialist credential and who are employed in districts or at sites that do not offer induction programs and with whom the university has established an agreement. Previously two programs were offered separately for general education and special education teachers but beginning with the 2023-24 academic year there is a single teacher induction program for all preliminary credentialed teachers. Therefore, completers who were interviewed could not provide information on the effectiveness of the currently operating program since it is in its first year of operation.

The teacher induction program focuses on one-to-one mentoring as well as an online, asynchronous course taught by CSU Fullerton faculty each semester. The program expectation is that candidates and mentors work together about 15 hours per semester as they focus on guided conversations and support, and completion of one pre-observation conference, observation, and post-observation conference. The coursework guides the candidate through the program activities and includes prompts for the mentor and candidate to discuss. However, the program design does not include any processes for mentors to receive formative feedback on their work.

There are two versions of the induction program, traditional and an early completion option (ECO), sponsored through the Extension and International Programs (EIP) that build on the

knowledge and skills that candidates developed in their preliminary preparation program. In the program about one-third of the candidates complete the ECO. The traditional program is a two-year, four semester mentoring program. The one-year, three semester ECO program is available for those candidates who are experienced and exceptional teachers. Eligible candidates who are recommended by their school administrator and demonstrate exemplary teaching performance by way of administrator evaluation of teaching practice may enroll in the ECO program. In the ECO program, candidates complete one course in the summer as well as two online asynchronous courses during the one-year program.

Leadership for the TIP is shared among EIP, the dean's office, and the chairs of Secondary Education, Elementary Education, and Special Education in the College of Education. These entities work together to select and hire the faculty coordinator, who works closely with the EIP program manager to select tenure-track/tenured faculty, develop and update curriculum, and facilitate program administration. Communication between department chairs and the induction coordinator includes in person meetings, as well as phone calls, virtual online meetings, and emails. The induction faculty coordinator attends staff/faculty meetings, as needed to present updates to staff/faculty regarding the teacher induction program. There are limited structures in place for candidates, mentors, and employers to provide feedback to program leadership.

Candidates may earn graduate credit and may apply up to nine units toward a master's degree in education at CSU Fullerton. The course sequence focuses on preparation and professional development for participating teachers in accordance with the California Standards for the Teaching Profession (CSTP) and utilizes the Formative Assessment for California Teachers (FACT) system. One of the courses focuses on the use of technology in teaching and learning, including a focus on the International Society for Technology in Education Standards (ISTE).

Site mentors are selected by and matched to candidates by the candidate's school administrator or the candidate themself. Mentors are required to have at least three successful years of teaching, hold a clear credential in the same area as their candidate(s), demonstrate commitment to professional learning and collaboration, ability, willingness, and flexibility to meet the candidate's needs for support, and to affirm that they will spend at least 15 hours a semester working with their assigned candidate. The mentor-candidate matches were reviewed to ensure that the matches were appropriate. Mentors are offered initial and ongoing TIP sponsored online learning modules to learn more about their role in the induction program, the needs of novice teachers, engaging in reflective conversations, using mentoring instruments effectively, and strengthening their mentoring skills to provide the best support to their candidate. There is currently no process to understand which mentors avail themselves of these learning opportunities. Mentors do not report receiving any formative feedback on their work.

Faculty are invited to provide their input during two formal meetings each semester, and through informal communication through email, virtual meetings, and phone calls.

Department chairs are consulted when there are changes in faculty. The dean, faculty coordinator, and program manager collaborate to make programmatic changes. School site administrators are involved in the identification, vetting, and matching of mentor teachers but there is no evidence that administrators/employers are involved in the program improvement process at this time.

The TIP collects information about the quality of mentor services through candidate and mentor surveys, as well as through assessing candidate portfolios at the conclusion of each semester. There was limited evidence that the current monitoring processes ensure that each candidate is provided high quality support. If the match between mentor and candidate is unsuccessful, then the Induction faculty coordinator will contact the school administrator about the need to place the candidate with a different site mentor. If a site mentor cannot be identified at the school site, the induction faculty coordinator will assign the candidate a university mentor.

Course of Study (Curriculum and Field Experience)
Candidates complete one course each semester during the induction program. The courses build upon each other, and address the California Standards for the Teaching Profession (CSTP) as well as the Pre-Observation-Post Cycle (POP) that the candidate and mentor complete as part of the coursework. In the coursework, candidates are introduced to the POP Cycle, CSTP, and the Individualized Learning Plan (ILP). Faculty support candidates through these processes and progress is documented during the semester and a portfolio is developed. Candidates report that the questions and discussion prompts provided in the coursework and the ILP process are very helpful in identifying topics for the candidate and mentor to discuss.

Each course has an identified Course Custodian who ensures that the content and delivery of the course is the same across all sections. The Course Custodian develops and then updates the course syllabi and key assessments and is available as a resource to faculty teaching the course. Faculty report that working with others teaching the same course is very beneficial.

Candidates report that the discussion board responses, due every two weeks, are very helpful in clarifying assignments, providing resources, and suggesting approaches for candidates to use. Candidates appreciate the two-week windows for the discussion boards and assignments since they have very full calendars. Candidates also report that the focus of the course addressing technology and the ISTE standards provides significant resources and information for their teaching. A suggestion from candidates is that viewing other portfolios during the program would be very helpful.

ILPs are collaboratively developed during semester one and implemented and updated during semesters two, three, and four by the candidate and mentor teacher, with guidance from program faculty. Revised plans may identify new goals for professional growth as well as revisit goals from a previous semester. The candidate's specific teaching assignment provides the primary context for overall ILP development.

Mentor teachers are responsible for supporting the development, implementation, evaluation, and revision of the ILP. The course the candidate is completing provides a structure for the development of the ILP and for completing the POP cycle. Resources to support the candidate's professional growth and accomplishment of the ILP are shared with mentors and candidates.

Principals shared that the CSU Fullerton teacher induction program is one that they recommend to newly credentialed teachers because the program is rigorous and strikes a balance between supporting the new teacher's growth and satisfying the clear credential requirements. The administrators appreciate the focus of the program on coaching the new teacher and the structure of the courses provided.

Assessments of Candidates
Candidates are graded in each of the required courses and must maintain a minimum GPA to be recommended for the clear teaching credential. The webpage and enrollment information as well as the course syllabi clearly state the program requirements, the course instructors remind candidates of the requirements, the EIP staff is available to answer any questions about eligibility, application, and enrollment, and the faculty coordinator is available to answer programmatic questions and provide support and guidance to both mentors and candidates. The ILP is reviewed by faculty and mentors during each course and is where the growth and development of the candidate is documented.

Once a candidate completes all program requirements, the credential recommendation is forwarded to the SOE's credential analyst who completes the online credential recommendation process.

Findings on Standards
After review of all available information including interviews with candidates, program completers, program personnel, mentors, and other constituencies, the team determined that all program standards are **met** for the CSU Fullerton Teacher Induction program except for the following:

Program Standard 4: Qualifications, Selection, and Training of Mentors - Met with Concerns
The program does not have a process to ensure that ongoing training and support is provided and completed for all mentors.

Program Standard 6: Program Responsibilities for Assuring Quality of Program Services - Met with Concerns
The program does not have sufficient processes in place to monitor the quality of the teacher induction program to ensure that a coherent system of support is provided for each candidate. There is no evidence that mentors are provided formative feedback on their work.

INSTITUTION SUMMARY

The California State University, Fullerton College of Education framework elaborates the vision, mission, philosophy, and professional dispositions that drive the organization's work across the 14 credential programs the institution offers. The seven core values are as follows:

- Learning as a transformational life-long journey
- Professional literature that guides and informs our practice
- Responsibility to self and others
- Diversity as enriching the whole
- Multiple pathways to learning, including using technology
- Critical inquiry
- Authentic and reflective assessment

These seven core values direct the actions of this professional community while also reflecting contemporary best practices in education. The COE vision consolidates these values into a single phrase that reflects the unit's commitment to aim high, eliminate inequity, and take responsibility for the development of educators who effectively meet all students' educational needs:

> The COE aspires to develop transformational leaders who advance the readiness of all learners to actively participate in an ever-changing, diverse, and digital world.

In support of this vision, a mission statement directly identifies the unit's commitment to this outcome:

> The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community, we promote creativity, collaboration, innovation, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

At the macro level, this accreditation cycle's activities indicate that these overarching ideals and ideas have been implemented with success across the organization's programs with consistency—a strength noted by the site visit team. These guiding ideals and ideas serve as a "north star" for all reviewed programs, which clearly reflect investments to recruit, prepare, and retain the education professionals needed across the region—now and into the future.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	*No response needed*
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks.	**Consistently**
The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs.	**Consistently**
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	**Consistently**
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.	**Consistently**
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	**Consistently**
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	**Consistently**
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	**Consistently**

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	**Consistently**

Finding on Common Standard 1: Met

Summary of information applicable to the standard
The unit's underlying philosophy is reflected in the Conceptual Framework's overarching theme – *Reach, Teach, and Impact*. This theme, the application of the COE mission and vision, is the foundation of the COE's conceptual framework for program-specific learning outcomes (PLOs) that guide the operation of all initial and advanced programs in the college.

Reach…	Teach…	Impact…
the intersecting social identities of all learners through the critical examination of implicit and explicit biases and privileges in order to provide fair, respectful, non-discriminatory, equitable, inclusive, and humanizing learning environments.	through an anti-racist lens using culturally and linguistically relevant strategies, including educational technologies and community engagement, to provide equitable opportunities and supports necessary for all learners to attain high-quality outcomes.	schools and communities through a commitment to dismantling systems of oppression by supporting students, teachers, and leaders as citizens in a highly diverse, global, interconnected, and digital world.

It is important to note that while most of the credentialed programs exist within the COE, the unit maintains strong relationships with two other colleges in support of the School Nurse and Speech Pathology Services credentials and the Education and International Programs for the Teacher Induction program. Interviews with college leaders demonstrated the collaboration and shared decision-making that promotes success across programs which are strengthened through cross-college support and oversight.

Evidence gathered during interviews with university and college leadership, faculty, candidates, and completers, confirm and reflect the presence of this overarching philosophy that unites programs and preparation while reflecting a contemporary stance that is responsive to needs in the region and across the state. A review of documents and interviews with both internal and external constituencies confirmed that this vision is consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks.

Collaboration, voice, and shared governance were evidenced throughout the review team's interaction with constituencies and in document review that elaborated governance and organization structure and stakeholder groups, as well as in artifacts that included meeting minutes and actions. This includes partnerships with more than 90 school districts in the region. As COE leadership noted, "While these internal and external groups offer different levels and kinds of guidance, all are invited to provide input on how the COE can enhance the professional preparation of educators." This assertion was confirmed in interviews and documents offered in program review. For example, district leaders (superintendents and assistant superintendents) described their advisory board roles and the reciprocal dialog in which they engage with program leaders as they co-construct the evolution of educator preparation across the region. This is but one example of the organization's regular collaboration with key partners and members of the educational community for the purposes of continuous improvement of all facets of educator preparation.

Interviews with the provost, deans, and associate deans all confirmed CSU Fullerton's commitment to diversity, equity, and inclusion (DEI). This is particularly evident in the hiring and retention of faculty who manifest this commitment. A key example of this commitment is the development of mandatory campus-wide Faculty Recruitment Procedures to facilitate equitable and inclusive searches for faculty, administrators, and staff. Within the college, leadership detailed innovative approaches to promoting faculty searches to effectively recruit new faculty members that increase diversity—and faculty of color, in particular. Demographic figures provided during program review affirm the unit's recent success in this area while confirming the expanded recruiting strategies are resulting in the intended DEI-related outcomes.

The quality of the unit is strengthened by the caliber of the faculty. All tenured and tenure-track faculty hold a doctorate degree. Full and part-time lecturers hold master's degrees, and some also hold a terminal degree. All education faculty have worked in P-12 settings for a minimum of three years (a hiring requirement). Additionally, the unit complies with California law which mandates that any faculty who teach methods courses must document evidence of active participation in P-12 settings at least once every three years. Document review, supplemented with interviews with involved personnel, confirmed that all credential programs have assigned faculty (e.g., program coordinators, block leaders, student support specialists) who support and monitor candidate progress through program transition points.

A review of the credential recommendation process confirmed the following steps and oversight. At program completion, a list of candidates who have completed all program requirements is sent to the college credential preparation center (CPC). When candidates' credential applications are received by the CPC, a credential analyst applies for their credentials with the credential center. A credential analyst completes a final evaluation and confirms that all program and state requirements have been met prior to credential recommendation. The CPC sends all verified applications to the Commission. The Commission then reviews applications and processes the credential application.

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	***No response needed***
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	**Consistently**
The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.	**Consistently**
Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.	**Consistently**
Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.	**Consistently**

Finding on Common Standard 2: Met

Summary of information applicable to the standard
CSU Fullerton has both campus-wide and college-related support in place to both recruit and guide educator preparation programs incorporating elements focused on diverse populations thereby resulting in diverse and highly effective educator preparation programs. Program admission and completion expectation guidelines are clearly stated and reinforced through program and credential analyst communication. The theme of Reach, Teach, and Impact is evident in recruitment, admission, advisement, and subsequent connections to and through the educational communities they serve. Diversity is targeted toward underrepresented minorities (URM) across educator, school nursing, and speech language pathology preparation programs through geo-markets, community organizations, and early academic outreach programs. In addition, through both college and grant support, the SchoolsFirst Federal Credit Union Center for Careers in Teaching serves as a central location for added recruitment and advisement of undergraduate students seeking information and opportunities to enter fields within education. Scholarship and additional guidance and support are focused on those interested in bilingual education through their Project Propel as well as Titan Future Teachers and Men of Color in Education programs within the College of Education. As mentioned previously, the School of Nursing has in place the ENGAGE program, a federally funded program to increase nursing workforce diversity, and the ENRICH program (Enriching Nursing Representation to Impact Community Health), a federally funded program to increase retention and graduation of full-

time graduate nursing students from disadvantaged backgrounds to further augment diversity recruitment opportunities. Interviews with program leadership, staff, faculty, and candidates show a strong commitment to working through a holistic approach that incorporates consistent and available communication throughout the recruitment, support, and retention of credential and added authorization candidates.

The College of Education, in collaboration with the College of Health and Human Development and College of Communications supports underserved populations entering their respective credential fields. The focus on just, equitable, and inclusive education is evident in both recruitment and retention of faculty, staff, and candidates as transparency of expectations is at the forefront of communication and the value of recruiting, admitting, retaining, and guiding the diverse group of both faculty and candidates was expressed by unit and program leadership and staff, and evident during candidate interviews and review of survey and statistical data, as well as related to key activities and measurable outcomes. The team noted a focus on outreach directly with district partners in supporting this process with increased diversity of staff, faculty, and candidate recruitment and outreach more closely mirroring the California communities served. Outreach connections highlight many links to their strong and involved base of completers in the region.

Review of documentary evidence, along with interviews with members of three colleges including deans, associate deans, program directors, support staff, alumni, advisory groups, and the assessment committee, confirmed the ample evidence of ongoing focus on support of both innovation and reinforcement of expected outcomes and highlighting equity, strategic support for diverse learners, and guidance to the highest levels of professionalism, while also targeting content as a catalyst to inspire those interested in the teaching profession. Admission processes to all educator preparation programs are clear, fair, and utilize multiple measures of eligibility prioritizing personal connections and clear understandings of dispositions through the application, review, and interview processes.

Advisement and guided feedback are provided throughout the programs through a defined team approach which is focused on aligned support of expected performance expectations. This is evident in course and clinical practice assignments as well as assessment completion. Leadership and staff all shared the permeating culture of openness and willingness to remain available to new ideas and innovations to support outcomes and recognize that those programs on a growth trajectory require ongoing adjustment and review for staff support needs. District and community partners shared examples of ongoing opportunities for input and discussion related to future needs and action taken as appropriate with leadership specifically stating they lean heavily on the guidance and involvement of advisory committees which include a variety of community constituencies. Program handbooks, web-based supports, and consistent contact with program staff and faculty guide candidates throughout their respective programs.

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	**Consistently**
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	**Consistently**
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	**Consistently**
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	**Consistently**
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	**Consistently**
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	**Consistently**
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	**Consistently**
All programs effectively implement and evaluate fieldwork and clinical practice.	**Consistently**
For each program the unit offers, candidates have significant experience in California public schools with diverse student populations and the opportunity to work with the range of students identified in the program standards.	**Consistently**

Finding on Common Standard 3: Met

Summary of information applicable to the standard
A review of advising documents, candidate handbooks, and program websites depicts a planned and clearly defined sequence of coursework and clinical experiences within all credential granting programs. Interviews with program administration, staff, candidates, and

faculty confirm the programs are designed to systematically coordinate coursework with a variety of fieldwork experiences that address the range of students, curriculum standards, and/or services identified in the program standards. Syllabi and the fieldwork handbooks emphasize the programs' themes in preparing candidates committed and able to implement practices rooted in diversity and equity. Site-based work is integrated throughout the teaching and learning experience based on the expected credential or added authorization outcomes. Candidates are guided by specific and designated program staff as well as certified and highly qualified site-based and program appropriate supervisors chosen for their expertise in tandem by both the program and the partnering organization/district. In addition to programmatic handbooks, regular meetings, focused workshops, and professional development experiences are held to guide training and feedback for all those supporting candidates, with specific guidance given to prospective candidates across campus and unit-wide candidates through the SchoolsFirst Federal Credit Union Center for Careers in Teaching. Leadership supports open communication with all constituents of the credentialing process and is focused on shared strategies to guide success. Long standing and supported relationships by program completers notably augment the connections developed and reinforced with the educational community to allow for clinical practice opportunities to align with programmatic foci.

Course assignments and initial fieldwork experiences provide candidates with opportunities to learn and practice competencies with formative feedback, while culminating assignments, formalized assessment tools, and transportable development plans synthesize long-range learning as a demonstration of credential competencies. Clinical practice expectations are directly linked to coursework expectations with measurable outcomes integrated into the curriculum. Ongoing logging of data for documentation related to hours and experiences completed is infused throughout the programs with clear guidelines for completion monitored by both individual programs and confirmed through review by the credential analysts. A review of fieldwork evaluation materials and interviews with supervisors, faculty, candidates, and advisory committees confirm that program standards and proficiency expectations are used to verify each candidate's ability to educate and support TK-12 (inclusive of birth – 22) students as well as all expectations for the school nursing and speech-language pathology programs.

A review of documentation and interviews with program personnel confirmed that the unit employs MOUs to standardize criteria and selection of clinical personnel, site-based supervisors, and site selection including clearly stated expectations for classroom/school diversity, required candidate experiences, and class/environment settings that align with California's adopted content standards, frameworks, and professional expectations. All placements undergo a thorough vetting process to determine whether each is not only appropriate for desired programmatic outcomes, but also meets or exceeds the requirements for diversity opportunities for each candidate. Initial and ongoing training and support is given to site-based supervisors. Partnerships are purposeful and based on meeting set criteria of support available and understood by all parties involved. District leadership and community partners participate actively in programmatic advisement related to expected outcomes of experience in the field as related to change. Program staff are highly involved in all placements

for clinical practice and regular ongoing professional development opportunities are made available for district-employed supervisors as a component of the partnerships established. Survey data is taken from all involved in the clinical practice experience and reviewed with staff, faculty, and advisory committees to make appropriate adjustments for future practice in conjunction with current research findings.

Common Standard 4: Continuous Improvement	Team Finding
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	**Consistently**
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	**Consistently**
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	**Consistently**
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key constituencies such as employers and community partners about the quality of the preparation.	**Consistently**

Finding on Common Standard 4: Met

Summary of information applicable to the standard
After conversations with multiple constituents across three colleges, including the associate dean, program directors, fieldwork supervisors, alumni, candidates, College of Education support staff, advisory groups, and members of the assessment committee, it is clear that the College of Education, in concert with the School of Nursing, the Department of Communications, and the Extension and International Programs, is not only deeply committed to continuous improvement but also has a coordinated, comprehensive, robust, and systematic assessment system in place which a) identifies both program and unit effectiveness and b) uses the findings to make appropriate modifications to programs and processes. Further, based on an in-depth review of both the Common Standards submission and the evidence provided during the site visit, it is clear that the COE and the colleges that house the school nurse and the speech-language pathology services programs, all regularly assess the effectiveness of the course of study, the fieldwork and clinical practice, and the support services which they provide for all of their candidates. The teacher induction program has just been redesigned and is in its initial year of implementation therefore it does not have evidence of all aspects of the continuous improvement process at this time.

The highly collaborative assessment system, designed to both monitor candidate performance and manage and improve program and unit effectiveness, provides for data collection from multiple sources, analysis at both a high level and the granular level, and use in program, process, and unit improvement. The data that filters through this system comes in various forms through many channels ranging from surveys from the CSU Chancellor's office to state assessment scores to the highly engaging three-question "Stop. Start. Continue" survey in the school nursing program. The hub for this system, the assessment committee, which includes representatives from each program in the professional education unit, meets monthly to review data at the unit level before taking it back to the individual departments for in-depth examination by program faculty and staff. The committee is co-led by the associate dean who creates an annual schedule of assessments to be reviewed at each monthly meeting ensuring that all assessments and strategic initiatives are reviewed at the unit level and appropriately addressed in a systematic manner. Multiple conversations confirmed the review of the "Collection and Flow of Data'' and the "Data-Based Changes by Unit and Programs" documents asserted- that this approach allows both the unit and programs to regularly and systematically use the data collected to "close the loop" for ongoing program, systems and unit improvement.

The surprise and high point in these conversations was hearing the excitement in the voices of the participants as they discussed the changes and improvements that have come about as a direct result of this well-oiled system. The energy created by this continuous improvement process, which works to support and encourage innovation and initiative is palpable, and the list of improvements is as varied as it is long. Improvements and changes span all programs and processes ranging from changes to specific course assignments to adjusting admission requirements to creating on campus communities such as the Men of Color in Education community.

Common Standard 5: Program Impact	Team Finding
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	**Consistently**
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students.	**Consistently**

Finding on Common Standard 5: Met

Summary of information applicable to the standard.
By virtue of sheer volume alone, the College of Education impacts the Orange County region by preparing over half of the teachers in the county. However, the volume alone does not completely describe the impact the College of Education has on the surrounding community. A thorough review of the Common Standard submission, along with program review submissions and multiple conversations with current candidates and completers, various fieldwork supervisors and community partners, program directors, advisors, and support staff, all clearly point to the fact that the unit both evaluates and demonstrates that it is having a powerful and positive impact on teaching and learning in schools that serve California students.

CalTPA, RICA, and CalAPA scores for the last four years reveal that across all programs pass rates for CSU Fullerton teacher credential and administrative services candidates are consistently at or higher than the state average indicating that candidates are indeed learning the state-adopted standards. Further, a review of teacher credential and administrative services completer surveys reveals that approximately 85% of completers across all programs felt that their CSU Fullerton programs effectively prepared them for their work in the classroom or as an administrator. During interviews, the mentor teachers overwhelmingly concurred with that assessment stating that they do not just welcome CSU Fullerton candidates, they actually request them. Master clinicians affirmed the same for the speech language pathology candidates citing that they are "top notch" and "plucky!" School nurse candidates reported feeling empowered to practice at the highest level of their licensure, even using class assignments to make positive changes in their schools. Preceptors and employers confirmed this reporting that the practice of those who had completed the program greatly improved compared to when they started with a preliminary credential.

The Common Standard submission reads, "Our impact is notable not only through the educators we supply to our local schools but also for our continuous outreach efforts to provide ongoing professional development to teachers and engage in partnerships with local school districts and community organizations." This statement was in part confirmed by the existence of partnerships with 90 school districts. Additionally, the resources and training the College of Education provides freely to teachers and families throughout the entire state through five Centers, multiple grant initiatives, Summer Language programs, webinars and websites, virtual tutoring, and a stunning list of impressive completers who work to advance just, equitable and inclusive education are a few of examples of programs and initiatives that demonstrate the COE's impact.

Impact, the third tenet of the College of Education conceptual framework is not merely a catchy Kapow! designed to enliven a logo, rather it is the purposeful and immensely powerful reverberation of the College of Education's commitment to preparing and developing innovative and transformative educators.